

This reference to legislation suggests the only other point on which I will now remark. I think it is to be regretted that a more prominent position is not assigned to Head Masters, especially in distributing the pupils in graded schools. At present the work is devolved on the Trustees, and the Teachers are to assist them as they are required; but the Trustees are not required to consult the Teachers or be guided by them. Consequently the Teacher of the advanced department is often under the necessity of receiving pupils contrary to his own judgment; and the section is largely losing the contemplated benefits of a Graded School. Only in one section—Shubenacadie, did I find the idea of Grading carried out to my satisfaction. In this case none were admitted to the higher department except those that passed a satisfactory examination, conducted by Mr. MacKay himself. But, ordinarily, while a general understanding exists that attainment is to be taken into account, the determining principle seems to be equality of numbers. At the outset a pretty equal distribution is made of the pupils among the Teachers. Then to the great annoyance and hindrance of the teacher or teachers of the more advanced scholars, their department is from time to time recruited from the lower forms to maintain the equality. In some Graded Schools there is no unity of system and no co-operation of the Lower with the Higher. The Head Teacher may see much cause for suggesting change in the Lower department: but how matters are conducted there is none of his business. The Graded School is regarded mainly as a necessity arising out of the number of children in the section: the teachers have been engaged with the understanding that they are as independent of each other as if they were employed to work in different sections. The result, as you will readily suppose, is that the teacher of the Higher department is more cautious in expressing his opinion, either to the other teacher or to the Trustees, than if the schools actually did not belong to different sections. All the change necessary in relation to both points last mentioned can, I hope, be effected under the quiet influence of the Inspector.

Hoping that you will not infer from anything that I have written that I am discouraged by anything I have seen as yet, and that you will pardon the length to which these Notes have extended,

I am, respectfully &c.,

J. D. MACGILLIVRAY.

REV. A. S. HUNT, A. M.,
Superintendent of Education.

KINGS COUNTY.

COLIN W. T. ROSCOE, Inspector.

SIR,—

I have the honor to submit my third Annual Report of the Public Schools in Kings County, and forward to you my notes of inspection, and full statistical tables for the year ending Oct. 31st, 1876:—

Sections.—There are one hundred sections in this District. Fifty-five of these have built new school houses since A. D., 1864. Twenty have put their houses under good repair. Fourteen should repair at once to meet the requirements of the law. Four have houses unfit for use (as school buildings), and five are without school houses of any kind.