

improperly kept, the school has been disorderly, poorly classified, and made little progress, and the converse. The use of the register, not only in keeping the attendance of the pupils, but also as a means of stimulating them to progress and good deportment, is becoming better understood and more efficiently turned to account.

**Text Books.**—The authorized books are now almost universally adopted in the County, and give general satisfaction, excepting the advanced Arithmetic, which many teachers consider inferior to Greenleaf's. The Elementary Arithmetic seems better adapted to the purpose intended. The promised Grammar and Geography are anxiously looked for by teachers. Probably they would be more impatient in waiting, were it not that they feel assured that when these books are once applied to the schools, they will be everything that is required. A smaller and more elementary work on Natural Philosophy than Parker's, seems also to be a desideratum. The epitomized Universal History in course of preparation by Dr. Collier, will be gladly received.

The *Organization* of the schools has plainly improved during the year. Its principal hindrances appear to be *irregular attendance*, *want of books*, and *not keeping a time table*.

**Order and Discipline.**—In the greater number of the schools good attention is given to the work in hand; and in class exercises the pupil is thrown more upon himself, methodically, and without assistance by interrogation or otherwise to exhaust the subject under consideration, than was formerly the case. Some teachers, however, have yet to learn the art of keeping order, and to have the rest of the school quietly at work while a class is reciting. The teacher who is loud and boisterous in his manner, will, as a general thing, instead of securing good order in this way, have a loud and boisterous school. Generally there might be improvement in the order of coming to and going from class, and in class exercises sufficient care is not always had to every pupil understanding the question and answering for himself.

**Music.**—In most schools this refining, softening, and elevating kind of discipline is applied:—in some, with happy effect. A few teachers are themselves unable to sing, in which cases, if singing be practised, one of the pupils leads. Other things being equal, the teacher who understands and loves music, is greatly to be preferred, to one who does not. I hope the day is not far distant when it will be scientifically taught in all the schools.

**Punishments.**—It would be difficult to exaggerate the importance which attaches to this question, though there is perhaps none concerning which greater diversity in theory and practice exists among teachers. Some teachers rely almost wholly upon moral suasion as a means of securing order and progress, seldom going further than to require the delinquent pupil to stand out on the floor; others resort to the rod for almost every offence, great or small. A few cases have come under my notice of the very reprehensible practice of striking children on the hands and head—a practice more becoming barbarous Africa than enlightened Nova Scotia. I have also seen the ends of punishment defeated by its infliction under angry feelings. No one requires to be master of his own spirit more than the school teacher. No one should be tolerated as a teacher who is not.

**Methods of Instruction.**—In too many schools the text-book is taught, instead of the principles which it enunciates. Oral instruction, however, and of an improved kind, is gradually coming to fill its proper place and office.

**Progress.**—In most of the branches usually taught in schools, a commendable progress has been made. A very marked improvement is visible, for instance, in *reading*, as compared with what it was two years ago. In some schools singular excellence in analysis, mental arithmetic, geography and history has been reached. In a very few schools elementary Latin and Greek have been taught, but generally in such a manner as to show that the teacher himself was not yet quite perfect in these languages.

**Teachers.**—Quite a diversity of character has been seen to exist among teachers in their qualification for their work. They range all the way up from *very poor* to *very good*. As time advances, however, the number of the former,—those who are not only incompetent, but seemingly desirous simply of putting in the time,—diminishes; while that of the latter,—those possessing the knowledge, industry, professional skill, and enthusiasm which are essential to, and ever ensure success,—increases. As a general thing, I have observed that trained teachers are greatly superior to untrained; for instance, in method, in the application of the classifying principle, and in the becoming air of confidence and independence with which they engage in the work. There is no part of our educational machinery, as now existing, which merits, in my opinion, a more unqualified approval than the method lately introduced of conducting the examination of teachers. Just here the machinery was imperfect, and needed to be improved. I can appreciate the reluctance of teachers to frequent examinations, but the perfection of the present mode of conducting them, furnishes an assurance that they will not hereafter be so often or necessary as formerly. During the last term, including three assistant teachers, in the 87 sections in the County, 91 teachers were employed in the 88 separate departments. At the present time the supply of teachers is not equal to the demand, which fact explains several of the vacancies which now exist.

**Prospects.**—Throughout the County, a growing appreciation of the law is discernible. Some sections that were hostile a year ago, are now hearty and enthusiastic in their attachment to it. There is reason to believe that when the burden of building school-

houses shall have been borne, and time allowed for the operation of the law under the more favourable circumstances hereby brought about, the people as a body, with marvellous unanimity of sentiment and feeling, will give it their approbation. At the last annual meeting in the town of Windsor, the school moneys were voted without a dissenting voice. Although the site alone cost \$1600, and the building and equipment of the house \$4500, still this expenditure has been cheerfully authorized by the people. May God, in his providence, permit no disaster to a law which confers such inestimable blessings at so small an annual cost, which has already in the short space of three or four years, placed Nova Scotia on a level with those countries of the world which occupy a van position in educational progress, and which is destined, if allowed to continue in operation, to make her as intelligently eminent and glorious as was Greece in her palmy days among the states of Europe.

D. M. WELTON, *Inspector*.

**Inverness Co.—Schools in operation.**—The number of schools in operation during the first, or Winter term, was 83; during the second, or Summer term, 89,—increase, 6 schools. The whole number of children at school the first term, was 3722; the second term, 4151,—increase, 429. Compared with the corresponding terms of the preceding year, we have an increase of 22 schools and 862 pupils for the winter, and 17 schools and 923 pupils for the summer.

Five schools competed for the Superior Grant the first term, viz., Port Hood, Ingraham's Brook, N. E. Chapel, Intervale Broad Cove, and Hillsborough; and 4 competed the last term, viz., Port Hood, Ingraham's Brook, N. E. Chapel, and Hillsborough. A special report upon each of these schools has been forwarded to you. The number of schools visited and inspected by me the first term, was 80, and the last term, 81.

**School-houses.**—Thirteen new houses have been built during the past year. The following are the names of the sections that have erected new school-houses since November, 1864:—*South Inverness.* Plaister Cove, Low Point, Creignish, Long Point, Banks Judique, Judique, Intervale Judique, Little Judique, Red Banks, Little Mabou, Hays Farm, S. W. Bridge, S. W. Ridge, Mabou Bridge, Mouth Mabou, Coal Mines, Light Point, Black River, Smithville, Walker, Tulloch, Mount Young, Upper Turk, Brijain, Indian Rear, Long Stretch, Red Bridge, Boyd's, West Bay Road, Ross's Mill, Dallas's Brook, North Mount, Malagawatch Church, Big Brook, River Dennis, Cross Roads, McPherson's Brook, Cariboo, Portage, Boom, River Inhabitants Ridge, N. West Arm, Rear Long Point, River Dennis Chapel, Top Cape (South), Top Cape (North), Sky Mount, Rear Intervale Judique. *North Inverness.*—Little River, Plateau, Friar's Head, E. Side Margaret Harbor, Jocko, Munro, Ledbetter, N. W. Big Intervale, King Ross, Ingraham's Brook, N. E. Chapel, Lake O'Law, Big Brook, Scotch Settlement, Capt. Allan's, Ainslie Glen, Lewis Mount, Chimney Corner, B. Cove Ponds, Big River, Loch Bain, Rear Loch Bain, Old Whycomagh Mount, and S. W. Egypt,—in all 71. Of the new houses, those built in Ingraham's Brook, Ledbetter, Munro, N. E. Chapel, Mabou Bridge, and Plaister Cove sections are the best, and reflect credit on the sections that provided them. A large number are too small; but some of the trustees already speak of enlarging their houses. In addition to the very large number of new houses, a few have been repaired, and four or five new ones are now in course of erection. There are a few sections that have made little or no progress, and perhaps I ought to name them, and shew their want of interest in the cause, but I forbear for the present, in hopes that they may be able to command a more favourable report ere long. The undrawn Academy grant (\$300 in May, and \$300 in November) placed at the disposal of the Boards of Commissioners, to aid poor sections in providing school accommodation, has been appropriated to 23 sections in May, and 17 in November. The amount appropriated in November, with a balance on previous appropriations, has not yet been paid, but will be paid as soon as the work has been done. Several of the poor sections deserve credit for the progress made in educational matters. There is only one log school-house remaining in the County.

**Furniture.**—In the matter of furniture, considerable improvement has been made during the year. Several houses have been finished inside, and seated with the "Dawson desks;" and several are under contract to be finished and seated, and patent desks and seats have been introduced into the Port Hood school-house. But a large number are yet unfinished and without seats, except the long benches, and a desk or two attached to the walls.

**Apparatus and Books.**—I can report considerable progress made in furnishing apparatus and books. Several schools have provided black-boards; and it is desirable that they should be introduced into every school. But a large number of our teachers are unable to use them to advantage. Only two globes have been provided during the year, one for Ledbetter, and the other for N. E. Chapel schools. Maps have been provided in several of the schools, and the study of geography has become more general. A large number of the schools have provided the authorized books, yet I found a scarcity in most of the schools. The great drawback to the proper classification of pupils is the want of a good supply of school books.

**Condition of Schools.**—A few of the schools are very efficiently conducted, and although I cannot report very favorable of a large