

It has been frequently said that the "teacher makes the school," I would finish the truism by adding "like himself." Hence superior schools, presuppose superior teachers, who will be employed just so soon as rate-payers realize the value of thorough practical educators, and contribute adequately to their support. It is no less strange than true that men generally will not exercise the same economy and general common sense in the education of their children, that they exhibit in their daily business avocations. When they employ a mechanic to build a house or a ship, they will inspect his work and manifest, in many ways, an unmistakable interest in its progress; while the supervision of the training of their children's minds, is a duty that they will shirk if they can. In the former case they will recognize and practice true economy in engaging the best workmen; in the latter, a directly opposite course is carried out, and the lowest tender takes the job.

*Vacations.*—The time for vacations can best be determined by the school officers in each County, and I strongly favor the suggestion of Mr. McDonald, Inspector for Pictou, to "leave the determining of the time to the Commissioners and Inspectors of the several Counties." The reasons for the above change are quite apparent, and have been repeatedly set forth in the different Inspectors' Reports.

Uniformity in the time for vacation would be a necessity so far as each county is considered separately, so that the work of inspection might not be interfered with.

The School Commissioners have, as usual, performed their public duties with promptness and satisfaction, and I would here repeat a suggestion made in a previous report, that these officers receive some remuneration for their services. Frequently they are required to visit some remote section to determine the site for a building. Something like an equivalent for their time and travelling expenses would have a tendency to render the performance of these duties more agreeable and expeditious. And, doubtless, I would be relieved of the unpleasant task of running about the sidewalks drumming up a quorum to transact the business of the Board.

*Reading.*—There is still an improvement in this important branch. In some schools however, the same old "sing song" style prevails and will exist so long as the teacher himself is an indifferent reader. The imitative principle in a child is sufficiently strong to make a good reader of him in spite of previous bad training, if the teacher will but set the example by reading each sentence himself in a natural tone of voice.

*Arithmetic.*—The want of a proper classification and thoroughness in teaching the elementary principles of this branch, is the cause of much of the unsatisfactory progress made in many of our schools. In mental arithmetic the proficiency obtained in these same schools is certainly highly creditable.

*Drawing* seems to be regarded as a special gift of nature and is not generally cultivated. Teachers who have given due attention to this pleasing and recreative branch, have been rewarded with the most encouraging results.

*Grammar.*—A lack of intelligent method in imparting a knowledge of the principles of our language, still obtains in a few of our schools. The teacher will devote his allotted time to hearing the Grammar class as if it was necessary to the fulfillment of his contract with the Trustees, without ascertaining how much of the principles of Grammar his scholars have mastered. My views in reference to the best method of imparting instruction in the different branches have been given in previous reports, making any extended remarks on the same subject unnecessary at present. Suffice it to say that "knowledge is not given until it is received."

*Hygien.*—The majority of the houses are well ventilated. A few, however, are mere hot-houses for the propagation of epidemic diseases. An attempt to