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ANNUAL REPORT

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OF THE

COMMON, ACADEMIC,

AND

NORMAL AND MODEL

SCHOOLS IN NOVA SCOTIA,

FOR THE YEAR ENDING

OCTOBER 31st, 1876.



HALIFAX, N. S.:

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1877.

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PART 1.

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**GENERAL REPORT,**

1876.



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# EDUCATION REPORT, 1876.

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EDUCATION DEPARTMENT,  
Halifax, March, 1876.

TO THE HONORABLE THE PROVINCIAL SECRETARY.

SIR,—

I have the honor to transmit for the information of His Honor the Lieutenant Governor, my Annual Report of the Common, Academic, Normal and Model Schools, also my annual Report on Colleges and Special Academies, for the year ending October 31st, 1876. This report contains, in the appendices, that of the Commissioners of Schools for the City of Halifax, the report of the Principal of the Normal School, and those of the Inspectors of Schools for the several counties.

The Reports and Statistical tables here presented will, I am happy to say, show that our various educational interests are keeping pace with the growing demands of the Province, and that the opposition to our excellent system of Public Instruction so long a serious hindrance, is now scarcely felt, and that, with rare exceptions, men of all parties and creeds appreciate the blessings which our Public Schools bring to every man's home.

## SCHOOL SECTIONS AND SCHOOLS.

By a reference to table I it will be seen that there are 1754 school sections in Nova Scotia. The number given in the report of last year showed an increase of 19 for that year, while for 1876 we have a further enlargement of 12, making the whole number as stated above 1754. This annual addition of sections is the result of a growing ambition on the part of parents to have school privileges nearer home, and therefore available a much larger part of the year. With this object in view large sections are each year divided, and new schools established, and consequently the attendance becomes more regular, and, in most cases, enlarged. This ambition, however, is not always wisely exercised, nor is the best interest of education always promoted by it. It certainly is very desirable to have the section school as near as possible, but when a mere local advantage is obtained, at the expense of a much better school situate at a little increased distance, it becomes a loss; as no advantage of a local character only, can compensate for the absence of a well qualified teacher. A school near by with an inferior teacher, is a poor recompense for a better one, although distant. This division, though in some instances premature, is never-

theless, on the whole, an indication of a commendable ambition to bring the school so near the pupils, that every child may enjoy to the fullest extent, the advantages so wisely provided. Commissioners and Inspectors will find it a most important part of their duty to watch this branch of our School work, and to check a tendency to a division of Sections when in their judgment it must result in harm.

Last year 183 sections were reported as having no school any part of the year. The number of such sections has from year to year, been gradually diminishing; in 1872 it was 250, in 1873 it was reduced to 208, in 1874 it was 210, and in 1875 we had but 183 sections without schools. We earnestly hoped the regular decrease would be uninterrupted till the smallest possible number was reached. Our hopes for the past year have not been realized, as in 1876 there were 186 sections without school. Casting the eye along Table I it will be observed that for the entire year there was an increase of school, 14 and 11, being the numbers given for the winter and summer terms respectively, in advance of 1875, leaving us to draw the inference that while some few sections were injudiciously divided, the result, on the whole, gave an increase to the number of schools in operation for the year. It must also be remembered that these 186 sections are for the most part in localities where as yet, the influence of a growing public sentiment in behalf of education, is but feebly felt. To induce parents whose homes are isolated and who are themselves un instructed to make an effort for their children, is a work of time, requiring continued and patient effort, but while this holds good, as a rule it has, we are glad to say, many praiseworthy and laudable exceptions.

For 1876, there were 1594 schools during the winter term, and for the summer 1744, being, as stated above, an increase of 14 and 11 respectively. In these schools, 1740 and 1881 teachers were employed, being an increase of 33 for the winter term and 38 for the summer term. For 1875 the increase in the number of teachers employed was unusually large, and not to be reasonably expected for 1876, in view of the many things operating during that year to retard the school work. Business of all kinds was exceedingly low, particularly in mining localities, and not a few sections failed to induce the rate-payers to impose the required sectional tax, but it is nevertheless encouraging to see that, in the face of retarding causes, the interest of public instruction has been steadily advancing.

The work of these 1594 schools is extending over the entire Province in such a way that all classes are participating in the blessing inseparable from our school system, and the eighty thousand children now at school will ere long go to the duties of life carrying with them a better fitness for their several stations, from having enjoyed the blessing of a Nova Scotia common school education.

The number of schools providing instruction in some of the higher studies continues to enlarge. A very few years ago common school instruction was almost entirely restricted to elementary branches, and by far the larger part did little more than supply the mere elements of the most ordinary education. At the present time it is not uncommon, even in some of our ordinary sections, to have teachers giving instruction in advanced arithmetic, and in various branches of mathe-



matics, and, in not a few sections, instruction in the classics are given with good success: a result of employing as teachers College students. During the long summer vacation students naturally seek employment as teachers, and when so engaged prefer teaching advanced branches; in this way, sections that otherwise could not think of engaging a classical instructor, get superior teachers for their children, who from associating with better cultivated minds, receive an intellectual impetus and an ambition for higher education resulting in a College course, and a life stimulated by healthful example and early mental activity. I may here remark that the advocates of a thorough education cannot possibly overrate the advantage of placing children under the tuition of well trained instructors.

During the winter term, as stated above, 1740 teachers were employed; for the summer term the number was 1881. An examination of Table II. will satisfy any inquiry that may be made as to the educational standing of these, almost 1900 instructors, among whom the several classes of licenses are somewhat unequally distributed. We invite particular attention to this point, that some more decided and renewed efforts may be made to have a preponderance of teachers holding the higher grade of licenses. No doubt, as remarked by some of the County Inspectors in their excellent reports, that not unfrequently teachers holding first-class licenses fall as instructors, while some of inferior classes enjoy a well-merited reputation. The statement is certainly true, but in face of the remark, and the prejudice it excites, we must bear in mind that we have in our schools nearly two thousand teachers and licensed assistants, and no reasonable man could, for a moment, imagine that in this entire number there would be no failures. We are happy in saying what we know to be a fact that the statement made as to the failure of first-class teachers is the exception, and not the rule; for, taken as a class, our first-class male and female teachers stand a most favorable comparison with like classes in any country where free public schools are established.

During the winter term 21 teachers, holding an Academic Grade, were employed. Also, 23 during the summer term, but we have to regret that our table shews a diminution of first-class male teachers, especially for the summer term. Persons acquainted with a general practice in country places will readily understand this. Large boys and girls remain at home during the summer to aid in farm work, while the younger children go to school; for these younger pupils teachers of a lower grade are employed. In many instances first-class teachers who take schools for the winter, seek for the summer term some more profitable employment, as clerks, travelling agents, or book keepers, which usually brings more money than the teaching of small children; in this way a number of first-class teachers are at their calling in winter only. This state of things is certainly most undesirable, and should not be encouraged, inasmuch as teachers who constantly change are rarely, if ever, adequate to do the work expected from first-class men.

We must again call attention to an evil in our section, one often indeed lamented, but nevertheless perpetuated by our over-cautious trustees and parsimonious parents; it is, that so many Trustees insist

upon having cheap teachers, or manifest such a decided reluctance to engage a higher class teacher at a generous salary. Commissioners and Inspectors are fully aware of the tendency of this ambition for having cheap schools, and in not a few sections successfully oppose it, and could we induce a more general hostility to the evil complained of, the hope might reasonably be cherished that it would more rapidly vanish. The remedy for cheap and poor schools is, no doubt, in the progress of education itself, which, as a rising and advancing tide, must eventually sweep away in its accelerated progress the old and once strong barriers against knowledge. The number of our trained teachers is gradually enlarging, the Normal School is doing most effective service in this way, and our Colleges are yearly augmenting the list of young men who, though not obtaining the professional drill of the Normal School, have in the thorough training and discipline of their colleges what is a most valuable and effective substitute. Each year our teachers ranks are being enlarged from these two sources, the influence of which may not be seen immediately, but, nevertheless, it is most efficient, and, no doubt, one of the most active causes in the successful results which our educational efforts yearly exhibit.

It is to be regretted that so many of our best Normal School pupils continue in their work for such a limited period, and that but few of our College Students make teaching a profession for life. They work a short time, get experience and the reputation of superior teachers, and straightaway are off to other occupations. Would that something were done to stay this exodus of such a valuable class of men; we know but one remedy, and that is a more liberal reward for their labor. No one ought to expect a well-educated, clever young man or young woman to teach on from year to year on a salary that would scarcely secure the service of a good laboring man. This view of the case must be kept constantly before the advocates of superior schools, they must have line upon line, and ceaseless prompting, and then we may hope ere long to have, what we assuredly now have not, a class of well-educated and efficient teachers consecrating their life to a loved profession, and receiving, as men do in other professions, an honorable remuneration for service of acknowledged value.

We will not speak discouragingly on this point; there is an improvement observable, but it is slow; we seem to move tardily, when we ought to reach the hoped for goal by some more rapid strides. Every means should be used to retain teachers for lengthened periods of service in the sections where their labor is appreciated.

#### ATTENDANCE.

In the Report for the past two or three years, we have inserted the following table, showing the yearly attendance at our public schools for the ten years immediately preceding:

Years.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. Different Pupils registered during the year.
1866 .....	45181	56017	71059
1867 .....	61818	70075	83048
1868 .....	65083	72141	88707
1869 .....	72756	75523	93732
1870 .....	74321	76237	94496
1871 .....	74759	77235	92858
1872 .....	70780	76496	91637
1873 .....	70329	78266	93759
1874 .....	72645	79910	93510
1875 .....	76349	81878	94029
1876 .....	77593	82034	94162

The above statement should awaken considerable interest, as it is an exhibition of certain results of our school operation for a considerable period of time. In the above we observe the summer attendance growing from 45,000 to 77,000, and from 56,000 to 82,000 for the other school term; we may accept the above as an assurance, that moneys have not in vain been devoted to this department of the public service, and that the anticipations of the founders and early advocates of our system are being realized. As the eye glances over these numbers, and as the mind takes in their meaning, we cannot fail in being impressed with the magnitude of the work thus outlined. What material has been provided by our schools for building up the best interest of our country! How many of those who make up these thousands have entered upon, and are now pursuing useful and honorable lives, and, profiting by the instruction received, are, in all the active pursuits of industrious life, adding to the intelligence and wealth of the Province. In this way they are repaying in tenfold measures the expenditure by which they were fitted for their several business positions, for their social and political relationship, which, without the influence of free public schools, could never have been anticipated.

The increased attendance of 1876 over the former year was not large, but in consideration of various hindrances, such as depression in business, particularly in mining localities, and in several districts the prevalence of contagious diseases: it affords great reason for gratitude that the number attending during the year was in advance of all former years. We are gratified in being so often assured that the clause in the law making it imperative on sections having a certain amount of taxable property and a certain number of children of a suitable age, to have a school at least one term in the year. This amendment of the law was regarded by many as looking to a more extended compulsory enactment, at no distant time. This may yet be the case, but the compulsory clause now adverted to was not so designed, but rather, as embodying as far as practicable in this province, the compulsory idea. The measure is working well and a number of sections exceedingly tardy in their movements heretofore are now, by this law, induced to do willingly what without it they would not do at all. Several of our Inspectors, as will be seen from

their reports, continue to advise the passing of a compulsory law, and evidently regard it as a panacea for many evils felt in our school system. We have, with all respect for the opinion of these gentlemen, to differ with them on this very important matter. Because of its importance we have looked at it and studied it from all sides, and having done so, are yet persuaded that the country is not yet prepared to make such a measure a law; were it made the law, the litigation and decided hostility it assuredly would encounter would ensure failure. When such a law is put on our statute book it must be enforced, otherwise its presence will retard rather than accelerate our educational efforts. The public mind needs a more careful education on this subject, that it may better understand what is implied in the measure, before an attempt is made to force rate-payers, and especially parents in poor and remote sections to act so decidedly against their long cherished and strong prejudices. Where the law has been enacted, and its operations sanctioned by the favorable opinion of an intelligent people, with but few exceptions, almost no beneficial results have followed.

We should work out to their proper issues the measures we have, adapting them, from time to time, to the differing circumstances of the country as experience may dictate, and thus preparing the way, we may reasonably hope to reach a point in our history when a law for compulsory attendance at school shall arise from circumstances that make evident the necessity of the measure.

We should like to see a truant law for the City of Halifax, as in this city the experiment could be better tested by having its provisions more decidedly enforced. Success in the city would result in the adoption of the law by other municipalities, and in this way another step be taken toward the compulsory law so often presented for consideration.

#### BOOKS.

Recently some additions have been made to the list of Books prescribed for use in the Public Schools, among which three new sets of readers will be found. For a length of time a number of teachers and inspectors urged the desirableness of supplying reading books of more recent compilation, and thereby furnishing to our advanced pupils specimens of our best and latest literature. The readers now prescribed are the Academic Progressive readers, in six books, the Illustrated English readers, and the Royal readers. The two former are published by William Collins & Sons, of Glasgow; the last named by Nelson & Sons, also of Glasgow. All the above named books are valuable works and are rapidly taking the place of those hitherto used. The Illustrated English Readers form an entirely new series, and are, in matter and arrangement, admirably suited to our Common Schools. The most important words with their meaning in the text are placed at the beginning of each lesson, and other most valuable aid to the teacher is provided. In all, the extracts comprise besides old and well known selections, many from new and first class works. These books are all well bound, the type is good, and can be supplied to Trustees probably cheaper than any readers heretofore.

We have had complaints from several teachers, that the sections in which they were engaged failed in providing books, consequently the children of the poor had none. In all such cases we have directed the attention of Trustees to the requirements of the law, and insisted that the Trustees should see that the section purchased such books as were needed for use in the school. Inspectors should have a constant watchfulness over this subject, the "well to do" can purchase for themselves, the poor cannot, and as this class is ever liable to be neglected by their more fortunate neighbors, Trustees should be the more watchful, and feel it to be a most important part of their duty to see that all children have the books which their various studies require. There is no difficulty in procuring books, as our prescribed works are sold by all booksellers and at very reasonable prices.

### EXAMINATION OF TEACHERS.

Table XXI shows the result of the Teachers Examination in July last. There were 1761 candidates for all grades examined at the several stations. Of this number 17 were applicants for Grade A or the Academic Grade; 146 for Grade B; 722 for Grade C; 692 for D; and 184 for Grade E. The number of applicants for 1876 exceeded the preceding year by 359. Of the 1761 who presented themselves as candidates for license to teach, 991 succeeded in obtaining some grade, while 770 failed in making an average, entitling them to any class whatever. The number who received Grade A was, it will be observed, much larger than usual. In consequence of the legislation of last year, a large proportion being examined on professional subjects only according to the following clause in the Acts as amended:—

1. "A graduate in the Faculty of Arts of any University in Her Majesty's dominions having power to grant degrees in Arts, who shall have obtained his degree between the first day of January, A. D., 1866, and the first day of January, A. D., 1877, shall, upon application and upon passing a satisfactory examination in the subjects usually known as professional subjects, receive a license to teach of the grade commonly known as Grade A.

2. "No person shall be entitled to the privilege mentioned in the preceding section who shall graduate after the first day of January, A. D., 1877, in any institution other than the University of Halifax, incorporated during the present session of the Legislature. All graduates in Arts of such last named University shall be entitled to the privilege aforesaid.

3. "So much of Chapter 32 of the Revised Statutes, 'Of Public Instruction,' or any Act in amendment thereof, or of any regulation of the Council of Public Instruction, as is inconsistent with this Act is repealed."

The privilege here granted was for several years recommended, and its becoming a law is but an act of justice to our college student. In consequence of the limitation of time as specified in the act, all graduates who contemplated teaching at any subsequent time made haste to avail themselves of the law, hence we find the number unusually large. We

have now a fair number of grade A teachers, among whom trustees of county academies and of our better class of schools will find no difficulty in selecting young men in every way able to discharge the duties they may undertake, and to make themselves a credit to the section enjoying their service. Of the 146 candidates for grade B, 82 were successful; of the 722 for grade C, 276 succeeded, and of the 692 for D, 299 were rewarded with the grade applied for; of the 318 who received grade E, very few of the number were applicants for the class they obtained. The most of the successful candidates for E were females who applied for a C or a D, and failing to make the required average were awarded an E. Objections are made to teachers holding grade E, as having a stand too low for the present state of our schools, and it is frequently suggested that it be removed altogether from the list of licensed teachers. There would be more force in all this objection if the holders of grade E had been examined for that class and had made no effort for one higher. This, however, is not the case; probably one-half of all our E teachers were examined for a C, but failing in some branch essential to that class, come down to an E. Such teachers are quite competent to take charge of a large number of our schools, and who, when employed, make excellent instructors. Teachers of this grade moreover are disposed to accept schools in poor and remote sections, as there they can command time and quietness for reviewing and preparation for another and more successful examination. In this way many a poor and remote section gets a teacher really capable of taking the pupils of a much higher school.

We think a little change may advantageously be made in the syllabus of examination. On some subjects the exercise may be a little more extended, on others made somewhat more concise. The time however for making a change is not the middle of the year, as in most cases the entire years study is arranged for during the autumn preceding the July examination, and always according to the syllabus as printed in the Manual of Education. Justice therefore requires that any change deemed necessary should be made very soon after the annual examination.

An examination of table XXI, exhibiting as it does such a large percentage of failure, will, we think, convince the careful inquirer that the questions upon which the candidates are tested are by no means too low, and when it is observed that a very large part of the whole get their license on an average that barely entitles them to the class awarded; when this is known it must be acknowledged at once, that any considerable increase in the severity of the questions would result in the defeat of almost all who apply, and that, as a consequence, our school trustees would experience difficulty in providing 1st class teachers. We are persuaded that, as yet, the questions are sufficiently severe for the general class of candidates who compete for licenses to teach.

#### HALIFAX CITY SCHOOLS.

The City of Halifax is sustaining 95 free public schools, under the instruction of 96 teachers, mostly of the 1st class, and at an expense of \$84,433.63. The Commissioner's Report, as printed in the Appendix, exhibits in detail, the progress of these schools for the year. From this

report the citizens will understand where, and how, such a large sum as that named above has been expended, and we are confident will experience not a little satisfaction in knowing that the money expended for the sustentation of these 95 schools is educating upwards of five thousand children, many of whom, were it not for the free education provided, would certainly grow to mature years uninstructed, and unsuited to exercise the functions or to enjoy the privileges and blessings of good citizens. Improvements in many public institutions do not appear with each consecutive year, but, to be appreciated, are to be contemplated in periods of years. This is emphatically the case with the schools of this city. A few years ago a distinguished clergyman in a public meeting, in animadverting upon the schools, considered it a reproach that among them all there was not one teacher holding a license of grade A. The reflection, though a severe one, was wisely and timely cast, and no doubt had a tendency to turn in a right direction the public sentiment. We have at the present time four such teachers, all of whom are men capable of giving eclat to any high school or academy over which they might preside. All the other teachers, with a very few exceptions, hold grades B and C, many of whom have been in the service of the Commissioners for a number of years, and are therefore persons of known and tried worth. We trust the wisdom of employing teachers of acknowledged ability will continue to be felt, and that considerations of cheapness will not be permitted to induce a departure from a course undoubtedly for the interest of the city.

The tables of attendance for 1875 showed a slight decrease; various causes known in the city produced this, but for 1876 we are happy to note a return to the regular increase. For the winter term of 1876 we have 4914 against 4702, of the same term of 1875, and for the summer term we have 5233 against 5125 of the former year. We have therefore an enlarged attendance 212 and 108 for the past year. We are not aware that this improvement is owing to any ability on the part of citizens peculiar to the year, evidently it is not, we rather trace it to untiring activity and zeal of the Commissioners, as well as to the constant labor and oversight of the City Supervisor.

With improvement in the faithfulness and ability of teachers, comes a corresponding superiority in the instructions given. The city schools manifest this, as at the present time several are providing instructions in the classics and other advanced branches of learning. From the city tables we learn that 97 pupils are studying Latin, 13 are at Greek, while the Supervisor reports 400 receiving tuition in the more advanced branches of mathematical studies. We have again to report that no provision whatever is made for instruction in the natural sciences, nor does the very necessary and important art of drawing receive favor at the hands of the Commissioners. Here there is a sad deficiency and one calling loudly for a remedy. If the little town of Dartmouth can furnish apparatus, and have successfully instructed a class in the most important and interesting branches of the natural sciences, surely Halifax might do as much, and we think, ought to provide, to some extent at least, something in this way for the larger boys in the Public Schools. Teachers

have access to the Provincial Museum, and can avail themselves of the instruction of Dr. Honeyman, and so prepare themselves to teach classes in their various schools, and no doubt would gladly do so, were suitable apparatus provided. We beg to press this matter on the attention of the Commissioners, the expense of the apparatus required is not large, while the advantage resulting would be much appreciated, and would also give to our school work an aspect of increased value.

It gives much satisfaction to know that arrangements are being matured for the establishment of the long expected High School. As yet, we believe the scheme is not sufficiently perfected for the public eye, but we are assured that very soon the long hoped for High School will take its place among our Educational Institutions, when we shall have the oft demanded link between our common schools and the college.

It must be hoped that the provisions made for the school, will be of a character that will secure the fullest confidence of the citizens, and make the enterprise one of entire success. For a number of years, the necessity of a High School has been before the citizens, at times, indeed, with but little apparent prospect of realizing the desired object; it is therefore the more gratifying to know that now we seem to have the assurance of success. We cannot fail to express the hope that such liberal provision will be made for its sustentation as will enable the Commissioners to place it among the most influential and useful schools of our Province.

Inspector, Supervisor, and many of the Principals have called attention to the crowded state of several of the schools, and the Commissioners have been urged to provide enlarged accommodation, but as yet, in one school only have arrangements been made to remedy the evil complained of, and now as spring is at hand, when a larger number of small children go to school, it seems yet more a duty to invite attention to this point, and to urge that no time be lost in making the provisions so obviously required.

There is one other subject relating to the city schools which evidently demands immediate and energetic action on the part of the Commissioners. We refer to the schools for the children of our colored population. There are upwards of 300 children of color in Halifax for whom schools should be sustained. To some extent means for education are provided, but in such a way as to lose much of their value. It is true that Dr. Curren has brought his energies to bear on this matter, and some improvements have been effected, and more may be expected, but until a suitable house is erected, and the children brought to one centre where they, and all their teachers, can be under the supervision of one active and decided Principal—by all means a white man—comparatively little will be accomplished. I cannot but regard the school at present taught in the basement of the Church as an utter failure, and the money expended to sustain it an unjustifiable waste of public funds. It is to be hoped the Commissioners will take this subject into an early consideration and deal with it in their accustomed wisdom. Our colored population have the same claim for education as have other citizens, and the fact that popular sentiment, and it may be, prejudice pre-



vent their attendance at schools where white children are taught, offers even a stronger reason why they should be cared for in this respect, and not suffered to grow up without instruction.

While directing attention to the schools of the city, we wish to present just one additional observation. Evidently there must be in this city a large number of children who either do not go to school at all or if they do, their attendance is so irregular that the instruction received is of little worth. In the report of last year we suggested the desirableness of a truant law, and observed that the Superintendent of New York City reported favorably as to its results. During the year we have made additional inquiry, and have gathered information on the practicability of such a law for this city, and from the information gathered we have reasons for believing that were such a law adapted to the state of things in Halifax and wisely administered, it would bring many a boy, who now forms habits of vagrancy, and falls into crime, under a training which, in all probability would make him a useful citizen and a virtuous man. We trust one day to see the measure tried.

#### NORMAL SCHOOL.

This most valuable institution continues to claim from the supporters of our educational system an increasing appreciation of its well earned merits. The annual tables exhibit with each year a gradual and encouraging growth; the attendance steadily enlarges, and other indications of prosperity continually appear. The table for 1876 shows that the past year has been one of the most successful in the history of the institution.

It is encouraging to know that the long felt necessity for a more capacious and improved edifice has led to arrangements for a new building. The old house, which has done good service in years past, has been moved from its site to a vacancy in the rear, where it will be used till the new one is completed. The foundation of the new house was laid last autumn and a year from September next a house adapted to the requirements of the Province will be ready for occupation. The Council of Public Instruction cannot fail to see that the large attendance noticeable from year to year, if it continues, and no doubt it will, must demand not only the larger edifice, but more teachers, suitable apparatus, a larger library, and other appliances for higher and otherwise advanced work. The improved accommodation in connection with an enlarged edifice may be regarded but as a step towards making attendance at the institution essential to the possession of a first class license, except it may be to college graduates: and it will not be deemed unreasonable, after having erected expensive buildings, and spending annually large sums for their support, that a strong pressure be brought to bear to induce all who expect to take good positions as first class teachers, to attend the Normal School, and to hold its diploma as a certificate of fitness for their duties. At the present time the school is filled to its entire capacity, and the teachers have more work than should be expected from any three men, however active and efficient they may be. This suggestion as to

enlargement of staff will come up in due time for consideration, and it is well to foreshadow what assuredly will very soon become a pressing necessity.

I am happy to state that the pupils from the institution continue, with but few exceptions, to take the first rank among our teachers. They are sought after by intelligent trustees and parents, in general receive higher salaries, and on the whole are exerting upon our common schools influences most valuable. A very large percentage of the Normal School pupils are females. It may be desirable that we should have more male teachers, yet we are not to expect that Nova Scotia will be an exception to a condition of things observable in almost every country where common school instruction are freely brought to the people. Both in England and America females are doing a large part of common school teaching, and from every manifestation of their ability it must be confessed that they are doing it well.

The gold and silver medals from His Excellency the Governor General were awarded in July last, the former to Miss Helen Bailly of Lunenburg, the latter to Miss Maggie Newcomb of Cornwallis. It is understood that His Lordship will continue to offer these medals each year to the successful candidate in a competitive examination. The interest of His Lordship is gratefully appreciated, as it will do much to stimulate an ambition to excel, and thereby do good beyond the limits of the institution. The model school is in successful operation, and affords most valuable facilities in the professional training of pupil teachers.

#### COUNTY ACADEMIES.

The yearly reports from the County Academies present, with rare exceptions, very little change. It is increasingly evident that the original intention of having an Academy in each County, though very good in theory, was certainly not for the best interest of education, as up to the present time many of them have been, and are yet, but inferior High Schools, for the sections where located. Very strong objections would no doubt be raised against closing any of them, and thus leaving the sections, having even their limited benefit to seek advanced education in other localities. The objection referred to would be local, as in almost all the Academies the attendance from the county is exceedingly small, parents preferring to send their sons to some one of the special Institutions as Pictou or Yarmouth where the expense is no greater, while the advantage to the pupil is incomparably superior. The present year however does exhibit, at some points, a little more ambition, and educational life on the part of the rate-payers, as is seen in Table xviii. From this table we learn that the total attendance in all departments was 2812, being an increase of 557 over the number for 1875. Of the attendance for the year it will be noticeable that the percentage of male pupils was considerably in advance of former years. In the study of the higher branches we find also a little more ambition, as 131 were instructed in Latin, 41 in Greek, and 104 studied French. In the department of the Natural Sciences, 141 are reported as receiving in-

struction. Drawing, we find, receives but little attention; we regret this, inasmuch as instruction in the elementary branches of this very advantageous and pleasing art, is easily obtained; there being numbers of female teachers quite competent for such work, and generally glad to undertake it. Were such females employed, they would impart most efficiently, such fundamental knowledge as would be a step to a higher effort. We would repeat what has so often been pressed and urged upon the trustees of Academies and higher schools, to induce them to make some provision for the teaching this art. As far as we know, no adequate instruction in drawing is provided for in any of our Public Schools.

In the report for 1875 we invited particular notice to a necessity which we think exists for a Special Academy in C. B., and suggested that one be erected in the Town of Sydney. We give below the views of the Rev. Mr. Christie, the very excellent and successful principal of the Sydney Academy, and beg to say that we fully concur in the view expressed by Mr. Christie, and cannot but indulge the hope that the Commissioners of the county will take some initiatory step to secure a realization of the plan suggested. With well equipped and liberally sustained Academies at Yarmouth, Pictou and Sydney, and at some central point on the South Shore as Lunenburg or Liverpool, the provisions for Academic Education would be sufficient to meet the general wants of the Province for some years to come. Mr. Christie writes as follows:

“The demand for higher education seems to be largely on the increase all over this Island. To meet this the county academies, it seems to me, are totally inadequate, there being a large number of rural Sections, in fact, I may say nine-tenth of the whole, without teachers competent to give the training necessary to qualify the pupil for admission to the Academy. The consequence of this is, that although the county Academy is ostensibly for the benefit of the whole county, practically it is closed against nine-tenths of the pupils from country Sections. For this difficulty so severely felt, I can see no other remedy than that of erecting the county Academy into a Special Academy with preparatory departments, on the plan of Pictou and Yarmouth. We have applications from all parts of C. B. but unfortunately the applicants have to be rejected, and hence must seek elsewhere what we fail in providing. Let us have a special Academy in Sydney, then; with Yarmouth in the west, Pictou in the centre, and Sydney in the east, the chain will be complete. I have consulted the Hon. Mr. White, who favors the plan, and will give it his support. Petitions are also in course of signature from the Commissioners of Schools, the Grand Jury, and from the Court of Quarter Sessions, which we trust will secure for Cape Breton the boon so much needed and so earnestly sought for.”

#### SPECIAL ACADEMIES.

The number of Special Academies drawing Provincial Aid has been reduced. Since May last the grants to the Horton Collegiate School and the Sackville Academies have, by an Act of the Legislature, been

transferred to the Colleges with which these institutions are connected. At the present time, and since May last, the following are the Academies and Schools in receipt of special Government grants: Yarmouth Seminary, Pictou Academy, the Halifax Grammar School, and the Institution for the Deaf and Dumb. As the Academic Institutions of Kings, Sackville, and Acadia are doing a most valuable part of our educational work, we shall endeavor to obtain, as far as possible, the usual returns as heretofore, so as to present more perfectly the progress of our operations in connection with higher education.

According to Table XVIII. there were 656 pupils attending these several institutions during the year, but this number includes 38 at the Institution for the Deaf and Dumb. Of these 656 pupils, 354 received instructions in Latin, 145 in Greek, 168 in Modern Languages, and 180 in the Natural Sciences. The total income of these institutions was as follows: From fees and contribution, \$37238; from rents and invested funds, \$4702; Government Grant, \$6400; total, \$48340. Being an increase of \$2759 over the preceding year. We are gratified to mark the yearly success of these Academies, and to report, that evidently in the healthful influence so constantly and judiciously exerted, they are making themselves more and more valuable in the education of the country. They are almost the only feeders we have for our Colleges, and therefore stand in intimate relation to college work, and hence by no means should be left without a most ample maintenance. Pictou and Yarmouth, from their location, have strong claims for a generous support. Situate at the almost extreme end of the Province, and in populous counties their efficiency cannot fail to exercise a most beneficial influence. Pictou Academy has in years past strongly stimulated in that fine county, an ambition for education, and no doubt the encouraging state of the Public Schools may be traced to the zeal and noble efforts of the friends of the old Academy. A similar institution in Sydney, C. B., would evidently be a most valuable addition to our educational machinery.

### COLLEGES.

By the legislation of last year the position of the six colleges of Nova Scotia was seriously affected. The establishment of the Halifax University and the enlargement of the grant to each college are facts well known, but it may not be generally understood that the grants to the collegiate schools have ceased. We have stated elsewhere that the Horton and Sackville Academies are not now in the receipt of any aid from the Provincial Treasury; nor is there any grant for a collegiate school in Windsor. The changes here adverted to have not, nor will they, in any way affect the operation of the colleges, but rather, it is hoped, stimulate them to renewed efforts in the prosecution of their work. The wisdom of the act for establishing the Halifax University remains to be seen, but its advocates are sanguine, and from the vigorous efforts already put forth by its friends, success seems certain. There are encouraging reasons for hoping that very soon all the colleges will adjust

themselves to the new order of things, and college work proceed with its accustomed success. In the six colleges 30 professors were engaged during the year, giving instruction to 211 regularly matriculated students, and to 129 taking partial courses. The above figures indicate a growth, as compared with 1875, and are most gratifying assurances that the people of Nova Scotia are not indifferent to this branch of our educational enterprise.

At the close of the recent collegiate year 23 students, having finished their prescribed term, received their first degree, while a very much larger number were successful in their matriculation examination. From table XIX we learn that these six colleges own property in real estate and in funds otherwise invested to the amount of \$364,755.57; but it will be noticed that this sum is somewhat below the figures given in the table of last year. The reports do not explain the diminution. Their income from all sources was \$34,921.28, and their total expenditure \$34,374.99; probably less was spent during the year on construction, hence the smaller expenditure as compared with 1875. The government grant to all six as now paid is \$13,200. The supporters and friends of the colleges, as they contemplate their success, have no reason for discouragement or hesitation in offering them a liberal support, their history, extending over so many years, in one instance almost a century, is a record of educational progress in the country and of influences most salutary. Those who have been active in fostering and promoting their country's education were mostly college men: trained and strengthened by a college course and therefore better understood the character of the work to be accomplished, and the best means whereby it could be carried to successful results.

#### EXPENDITURE.

For the year 1876 the whole expenditure for common schools was \$619015.62 being an increase of \$24977.23. The amount assessed in the counties, and paid as the county tax was \$106780.75, a decrease of \$615.66 for the year. The whole amount expended by Trustees was \$445619.07, an increase of \$18092.21 for the year. The sum assessed on Sections by the vote of rate-payers was \$292,155.33, an increase of \$14078.30 for the year. This \$292,155.23 with \$153463.74 derived from other sources, gives a total as stated above of \$445619.07.

The total expenditure in 1876 for all common school purposes, including Government Grant, County Fund, and Section Tax, amounted in the aggregate, as above stated, to \$619015.62, and is an excess of \$24977.23 on the former year, making the average cost of instruction for each pupil \$6.57. The sum expended for all educational purposes for the year was \$717374.58.

For a more detailed account, we refer to the several tables, relating to the different branches of expenditure.

#### GENERAL REMARKS.

It will be observed that yearly the sum expended on Common Schools

enlarges, and consequently the average cost of educating each pupil is greater. Is not this to be expected, and ever desired? The frugality of management being the same, does it not indicate a desirable growth in our school operations? A few years ago, when a much larger number of low grade teachers were employed, and when, very generally, the schools were inferior in their appliances, as a matter of course, all the required provisions for tuition were proportionately low. Our Schools certainly could not continue at that low level, as always in such cases, not to advance is to retrograde. Public sentiment said onward, let the work of public instruction advance, let the efficiency of the Schools be improved, let instruction be provided, if possible, for every child in the province. This sentiment was a public conviction participated in by every intelligent man who loves his country, and feels an interest in the progress of knowledge. But an increase of schools in numbers and efficiency means an increase in the means which alone can secure these results. More schools, higher class teachers, better school houses, and school apparatus, evidently demand an enlargement of school finances, and hence it is evident, if our common schools are to continue to rise in ability for their work, and if their adaptation to it is to keep pace with those necessities of the country which are daily being developed, there must be a consecration of enlarged means, from some quarter, to the interest of public instruction. More money must and will be required with each step in any successful educational career. With this view of expenditure for common schools, it will be asked, and the question is pertinent, who will provide the enlarged means? Where are the people to look for aid in our onward march of popular and free education? One of two answers occur; either to the Government or to themselves. With the revenue of the Province as it now is, and as it is likely to be for some years to come, and in view of other important and indispensable branches of the public service demanding large appropriations from the treasury, doubts arise as to the ability of the government to add very much to the sum now granted for education. We presume it will scarcely be expected, nor will the people be willing to sanction an increased grant when it must necessarily retard such public works as the growing commercial interest of the country makes indispensable. The revenue, failing to meet the increased demand, but one other way remains, and that is, that the people more directly provide for themselves. According to our present mode of support the people directly contribute, by a county tax equal to thirty cents a head for each rateable inhabitant of the county, and the school sections supply the balance after the Government grant by a poll-tax and a property rate on the section. The thirty cent assessment, or as it is called the county tax, is not by any means burdensome, and while the Government grant has been largely increased since the inauguration of free education, and the tax-payers of the several sections have yearly assessed themselves for larger sums, the county fund assessment has continued as at the beginning.

If the people are in any direct way to meet the growing demand for more school moneys, it seems reasonable that the county tax should bear a little advance. Were the sum fixed at forty cents—a small increase in

view of the necessity of the case, and of the increasing business of the country, trustees would have a fund warranting the putting forth of renewed efforts for greater efficiency in our school operations.

In view of necessities soon to be felt, and which must be provided for, we offer the above suggestion, trusting it may receive that careful and matured thought, especially demanded by all measures involving any enlargement of the public taxes.

Very prominent in our educational enterprise stands the Provincial Normal School. At present we must regard it not as it now is, but as it will be a few months hence. As stated in the section on that Institution, a large edifice is being erected, and will be occupied in November, 1878, or, it is hoped, before that date. In view of this, we must bear in mind that a large and well arranged building does not merely mean that a larger number of pupils will be present to profit by the instructions, but that more instructors will be required, that these must be abreast of the educational movements of the day, being themselves model teachers, and the teachers of teachers. What, it may be inquired, will be the aspect of the new and capacious building without corresponding internal and external arrangements? All the required equipments demand most decidedly more money, and as the support of the Institution must be borne by the Government, more money means a larger demand on the revenue. The funds, however, devoted to the maintenance of the school are, as directly as possible, available as means of progress to our entire school question. Even now, there are few school sections that are not, in some way, influenced by the Institution in Truro, and this influence, always valuable, will be enlarged and intensified with the yearly growth of the school.

The necessity for the outlay of money on a large building, and for the appropriation of larger means in its maintenance, is an encouraging evidence that the country is realizing the advantage of having our teachers trained in the practice of their profession, and that to a certain extent this question is settled. Assuming, therefore, that trained instructors are indispensable, the question that follows is how to secure them. This is a practical view of the matter; how shall we get this class of teachers, and having obtained them, how shall we best secure their continuance in their calling. When the new building is completed, apparatus provided, and an adequate staff of teachers, we shall have what is required in the present stage of our work, but at some early day it will be necessary to modify, to some extent, the regulations relating to the entrance and continuance of public teachers at the school. To be a successful institution, repaying the province for the money expended in its maintenance, not only must a large building capable of accommodating some hundreds of pupils be erected, teachers employed, the best methods of instruction provided, and the teaching in all respects brought up to the demands of the time, but a higher standard of admission will be necessary. For years past a very considerable proportion of the pupils, from deficiency in elementary education, receive comparatively little advantage in professional work, having to devote so much time to what should have been acquired before going to the Institution. The

evil of this is twofold, the teachers are taken from their appropriate work, and must, to a great disadvantage, multiply classes, and the pupils, who come under these conditions must largely fail in obtaining the expected instruction. Failing, they go out, having only the name of Normal School pupils, to exercise an influence most unfavorable to the professional reputation of institutions. To prevent this it will be necessary to fix such a higher entrance examination as will render it necessary for pupils to be familiar with certain branches of study before applying for admission.

A Normal School is not for the ordinary education of teachers, but to train them to be good practical instructors that they may the better discharge, with credit to their country, the responsible duties they undertake. This essential feature in our Normal School work should not be overlooked, as otherwise a large expense must be incurred for instruction, amply provided for in another branch of our school system. It should be distinctly understood that a Normal School is for training in professional work, and not for teaching the ordinary branches of education. When we have a class of Normal School men, we shall be on the pathway to permanency in the teaching profession. At the present time the average continuance of our male teachers in their work is not quite five years, and that of female teachers somewhat under this. Any one can see the disadvantage at which such a limited period of service places our schools, in the lack of skill acquired only by a continued application, and in the want of that experience for which no substitute can be provided. We trust the day is not distant when all first-class teachers will be either Normal School pupils or College students, who in their several College courses shall make instruction in the art of teaching a specialty. In the effort for educational success the superior or well-trained teacher must win the day, and in the end prove himself to be the very man the country requires.

The *Spectator*, (London, England,) has the following sensible remarks on the Science of Teaching :—

"It is remarkable that 'Padagogik,' or the Science of Teaching, has never yet been thought worthy in this country of formal recognition as a subject of academic instruction. The lawyer is presumed to study the principles of jurisprudence, and the medical student to learn anatomy and therapeutics; provision is made in universities and colleges for professional instruction of this kind, and even for those prelections on theology and pastoral work which are presumably necessary for the skilled minister of religion. But for the special aid of one who is to devote himself to the profession of school-keeping, no provision whatever has yet been furnished by the universities. There is among scholars a vague impression that teaching is not a science to be studied, nor an art to be learned by systematic practice, but a knack, which comes easily to men and women who know their subject, and are in earnest in their wish to teach it. Given a well-instructed master, a good text-book, and an obedient pupil, and the teaching apparatus is presumed to be complete. Yet all experience proves that the possession of knowledge is no guarantee whatever for the power to impart it; and that there is the same difference between the skilled and the unskilled teacher, as between the trained and the untrained practitioner of any other art. Much, undoubtedly, of this difference comes



from temperament and natural aptitude, from the intellectual and moral sympathy which enables some men and women to know what is going on in the interior of a child's mind, and to adapt their instruction in accordance with such knowledge. No mere study of methods will ever place one who lacks these finer instincts on a level with one who possesses them. Nevertheless, there are right ways and wrong ways of presenting truth; there are principles underlying every rule of practice which a good teacher adopts, and the investigation of them is not without great value. To the average schoolmaster such knowledge is indispensable, as a means of saving him from mistakes and enabling him to economise his resources. And even of one who is exceptionally qualified by natural insight and by a love of his work, it may be safely said that his work will be done better—as all the work of life is done better—in proportion to the thought and study which have been devoted to it, and to the degree in which he has laid hold of the reasons which make one course of action wiser and more practically efficient than another.

“In the sphere of primary education, this principle has been generally recognised, and the recognition of it has been attended with the happiest results. The training college system, the creation of the last thirty years, was partly founded and almost wholly sustained and developed by the operation of the Education Department of the Privy Council. It has been practically limited in its operations to the teachers of schools for the poor under Government inspection. Yet within that range its results have been very remarkable. The class of agents whom it has employed was not the most promising. The early advantages, the knowledge of the world, and the general culture of the certificated teacher, have—as is well known—been comparatively small. He has, however, proved himself to be a most valuable public servant. His knowledge may not be extensive, but what he knows he can teach; and he has acquired the art of organising and managing a school, and of giving certain useful instruction to the largest number of scholars in the shortest possible time. No one who has had opportunities of comparing the elementary schools of the present with those of the past can fail to perceive the enormous difference between them; nor to doubt that in the trained and certified teacher we have a highly efficient instrument, whose efficiency is mainly due to the systematic study of the art and science of his profession.”

The reports of our county Inspectors will be read with interest, and it will be evident from these papers that the money spent in School Inspection is productive of most valuable results. It is largely through the influence and exertions of Inspectors that School sections are properly limited and so arranged as to subserve the wants of the people, it is largely by their efforts and counsel that Schoolhouses of proper dimensions and style are built, and not a few sections have first-class teachers because the Inspector brought an influence to bear and secured this boon. They are likewise largely instrumental in protecting the expenditure of school funds from abuse. We have stated that every forward step in our school work, demands an additional outlay of Government funds or an increased tax directly on the people. In making provision for enlarged claims a very grave responsibility rests upon the Government, as it must be looked to for money or measures to sustain the work and to carry it forward, when these are provided the Government doing so may well claim the gratitude of every true patriot, as education brings not only wealth and influence but almost all the comforts and endearments of home. We trust this work, necessarily devolving on our public men

will be carefully surveyed, and that, with a wise and generous policy it will be as well cared for in the future as in the past, and that every available dollar consistent with other demands will be liberally devoted to a work so well begun, and in the progress of which, thus far, we have the best evidence of its value.

The cost of public free education is often urged as an objection to our system. Will those who talk thus, inquire a little what it costs to keep a people in ignorance. Let an estimate be made on both sides, and the objectors will surprise themselves when they see the fearful odds. Let the objectors remember that our children are either to be good and useful citizens, promoting every honorable and ennobling interest, or they are to swell the number of dissolute and depraved men and women for whom the public must be taxed beyond the cost of education, in order to suppress the baneful influence of their depraved lives. The country, we trust, understands, that it cannot afford the vast sums required to meet the consequence of ignorance, and that the way to avoid this enormous expense, is to educate the children. Education will do this, it has done it, and the more perfect our educational machinery is made the greater will be the antagonism between knowledge and ignorance, between virtue and vice, between industry and idleness, and the more certain, the hope of saving society from the terrible results of youthful degeneracy.

One of the great discouragements in Common School education is the difficulty of securing for the teaching ranks the best minds and in obtaining them at any price. With so many it is thought that any ordinary ability will do for the teacher, that the profession is not one requiring the best intellect or the highest reward. One is very often astonished to see parents who possess ample means for providing the very best instructions for their children lavishing their wealth upon mere gew gaws, and apparently finding so much pleasure in passing trifles; while the teacher, engaged in forming the character and habits of their children, and who should be regarded and esteemed as a most intimate co-worker in training the mind and in shaping the future of their offspring, is regarded in many instances, almost in the light of a domestic. Comparatively few parents form an acquaintance with the instructors of their children, but leave the all important work of training beloved little ones to persons little known and perhaps little cared for. Parents little know how much they may aid in the work of instruction by visiting the school and in forming an acquaintance with the teacher, in knowing his or her peculiarity and adaptation to the work and in bringing home influence to bear, as aid, to the teacher. Friendship and intimacy should certainly exist and be cultivated between the teacher and parent. There is no one who can possibly contribute more to the best interest of the Country, and so effectively promote its domestic happiness, as the teacher, when for his work's sake he is respected as a co-laborer with the parent in the duty of instruction.

Teachers with active intellects are required. And, other things being equal, are decidedly the cheapest, at any reasonable cost. A sluggish intellect will assuredly reproduce itself, and the pupils, in daily contact with it, will sink into intellectual torpor, become feeble minded men,

inert members of society, and live and die without making even a ripple on the stream upon which they are borne to another life. If we desire our children to have active and energetic intellects, we must in the formative period of life put them in close contact with active minds, like will produce like, mind stimulates mind, mental power in the teacher will produce mental power in the pupil. It is the mentally active teacher that excites youthful emulation, perhaps creates it, and this stirs the youthful powers for high and noble activity. In this view of education, the office of the teacher is one of the most important of all human avocations, even that of the statesman, dealing as he must, with the material interests of great nations, and making laws for the government of millions, is inferior in results, to that of the man who is moulding and stimulating the youthful mind, drawing out its abilities, and refining those powers, on which the Creator has left the imprint of His own wisdom.

The amendments of the law as made in the two last Sessions of the Legislature, are meeting with general approval, especially that which removes the exemption from a tax on property to a certain amount, owned by men over sixty years of age. This exemption was doing much harm to our schools, as it led to serious abuses of the provisions for property tax, and now, in not a few Sections, its removal is making a considerable increase in the Section rate. In consequence of the change, several Sections are able to have a school the entire year, instead of six months as formerly, and others can afford to supply a teacher of a higher grade, Mr. Morse of Annapolis remarks on this as follows:

"The amendments which have been made in the law during the last two sessions of the Legislature, are proving, and will continue to prove beneficial to the interests of education, especially in the outlying districts of the county. I would again suggest the propriety of making other amendments to the law, such as have been mentioned in former reports."

The fundamental principle underlying our whole scheme for free education is, that the property tax, with the grant from the provincial treasury, must sustain our public schools. It is true, Sections levy a poll tax on men having no rateable property, but the tax is by no means productive of much aid, and very often the levying and collecting is attended with more trouble and expense than the tax is worth.

The exemption of men of a certain age was therefore incompatible with the first principle of our school law, and as above stated, its removal is giving general satisfaction.

In several of the eastern counties a strong desire is manifested for changing the time of the summer vacation. Mr. McDonald, of Pictou, writes:

"This County, especially the country sections, are very dissatisfied with the time fixed for the summer vacation. As reported formerly, the whole month of July is the best in the term for children to attend school. And Trustees are tempted to keep their schools open during the whole month; and that for two valid reasons, first, a much larger number of children can get the benefit of the school, as many can attend for two weeks longer than, that can not at-

tend at all afterwards; second, that they may draw a proportionately larger amount from the County Fund. Their doing so secures to them an advantage over sections that comply with the regulation, by closing their schools at the time prescribed."

It will be remembered that during the early operations of the present school system the time for the summer vacation was not fixed by regulation of Council, and almost every section desired to have it at a time to suit its own peculiar interest. One section wanted it in planting time, another in haying and harvest time, another in fishing time, another in berrying time, while not a few divided it, giving a part in early summer and the remainder later in the season. The time, thus divided and unfixed, led to much confusion, and became a serious obstacle to the interest and comfort of teachers. The Teachers' Association, after deliberation, passed strong resolutions complaining of the grievance, and with a number of trustees petitioned to have the time of the vacation made uniform in all sections. It was upon their petition the Council of Public Instruction based its decisions making the summer vacation at a uniform time. Uniformity in all school arrangements is certainly most desirable, and in none more than in the time of opening and closing the prescribed terms. With the exceptions named above, the time is, I believe, generally acceptable, nor is it to be expected that an arrangement can be determined on that will subserve the interests of all parties whose occupations are so widely sundered, as are those of the parties seeking this change. Mr. McDonald further remarks:

"It is impossible to frame a law to satisfy all parties, or in this matter to bear justly on all parts of the Province. I, in common with the Board of School Commissioners, would press the suggestion hitherto made, viz: 'Leave the determining of the time to the Commissioners and Inspectors of the several Counties.' Another valid ground of complaint among teachers is, what they, and others term 'partial legislation.' Why should the length of the school term be shorter in cities, towns and villages than in country sections? or in some villages and not in others? They, very properly, ask why do teachers in Halifax, Pictou, New Glasgow, &c., receive as much per 100, or 105 days service, as we receive for 141 days? Their longer vacation should be sufficient, without their being paid a larger sum. This anomaly should be discontinued, securing justice and equality to all."

There evidently is much point in the observations of Mr. McDonald as to the difference of time given in towns and country sections. To these remarks it may be replied that the extended time to a few sections, excepting the City of Halifax, was given on the petition of trustees, and whenever any section has requested an extension of the vacation the Council of Public Instruction has cheerfully granted it. Were the continuances of the summer vacations made uniform, giving to rural sections two or three weeks beyond the time now prescribed, the objections to present arrangements might be met and all parties satisfied. In the opinion of many, our schools should be closed till the very warm weather is past, and the season so changed that children can attend without endangering their health, as many of our school houses are small and imperfectly ventilated. Children do very little in school till the season

is cool and bracing, and therefore nothing is lost by retaining them at home for a short time after the time appointed for the term to commence, except it is as observed "the public moneys."

Were the summer vacation extended uniformly till the second week in September, the attendance would, we believe, be more regular, and many a child saved from complaints so often fatal in warm weather. We suggest this for the consideration of Commissioners and Inspectors.

We have already remarked that the law giving College Graduates a license of grade A on passing an examination in professional work only, expired with the past year. And as there will be no examination for the degree of A. B. in the University of Halifax during the coming summer, graduates of the present year will be placed in circumstances detrimental to their interests. I would therefore respectfully recommend that the Act passed at the late session of the Legislature be extended to January, 1878. Such an extension of time will be for the interest of graduates of the present Collegiate year, and certainly not in any way adverse to our educational work.

The clause in the law relating to Commissioner's meetings was, at the last session of the Legislature, amended by substituting the word three for five; that is, the quorum is now three. This reduction to the lowest possible number arose from circumstances to which reference has frequently been made in former reports, namely, the difficulty of securing an attendance in which the interest of the different sections of the county should be fairly represented, and of legally transacting the business of the county. If such a representation is at all necessary, the making of the quorum, as stated above, does not and cannot meet the case. It has been repeatedly urged by Inspectors and others, that the Commissioners be paid from the County Fund a sum sufficient to cover all expense necessary to an attendance; the sum would not be large, probably not exceeding two dollars per day. And if this small appropriation will bring together a large meeting of the Commissioners, the money will be well spent.

I think an amendment in the law making the appropriation suggested will meet with general commendation, and prove beneficial to the public schools in the several counties.

We beg to recapitulate the proposed amendment, as stated in the preceding parts of this report.

The extension of the time in which graduates of colleges may, on an examination in professional work only, receive a Head Master's license.

The payment from the County Fund of the Commissioners who actually attend the business meetings of the Board.

And also that an Act be passed authorizing the Council of Public Instruction to establish in the Town of Sydney, Cape Breton, an Academy similar to those in Yarmouth and Pictou. The high school department of which shall be free to all pupils from any part of Cape Breton, who may pass a prescribed examination.

We have suggested for further, and for matured consideration, an increase in the County Tax, thus providing, from that source, a fund for enlarged expenditure on the schools in the different counties. In con-

nection with the suggestion above made, we may remark that in certain instances an income tax might justly be imposed on certain parties, now almost entirely exempt from contributing to the support of our public schools. In our rural districts there are many mechanics and traders who receive from their business a comparatively large yearly income, but having little or no property, only pay, in the section where they reside, the poll-tax. In a number of cases the yearly income of such men exceeds that of the farmer, who, owning a farm, often not very productive, contributes from his limited resources to the school, a sum most unjustly disproportionate to that of his better off neighbor, the mechanic or trader. We make the above suggestion that it may receive the consideration of parties interested; evidently the support of our common schools should as equally as possible be distributed among those who are able to bear it.

In May last the Council of Public Instruction opened a school in the Icelandic Settlement for the especial benefit of the families of the Immigrants, and appointed Mr. Alexander Wilson of this city the teacher. On his appointment Mr. Wilson removed with his family to the settlement, and as soon as arrangements could be made, entered upon his duties. We give below Mr. Wilson's report of the work thus far:

"On arrival at the Icelandic Settlement I proceeded to fit up the school house with desks, forms, tables, black-board, and to secure additional light. There is desk accommodations for twenty pupils, and sitting room for double that number. The books and stationery arrived at the end of May, and the school opened June 1st.

"There are 24 pupils on the roll, and in actual attendance, a few are not so regular as could be desired. The chief reasons for irregularity are great distance from school, and tender years. One family lives four miles away and the road is none of the best, and they are all under ten years of age. One point calls for special notice, the punctuality of the pupils. I can state with much satisfaction that it is a great pleasure to teach the Icelandic children. They are so industrious, so well behaved, and so anxious to do their best, I have not had occasion to punish one of the pupils since I opened the school. Mutual confidence and unbounded love exists between the children and their parents, which shows itself in good conduct and excellent behaviour in school. You ask, 'Do they appreciate the school?' I should say they do. All are anxious to have their children educated, all are anxious to master the English language, and very often they are present long before the time for school, that they may receive some explanations relating to the exercises for the day. When the stove came the people cut the wood, they have also provided lumber to lay an upper floor to make the room more comfortable." Other accounts confirm the statement of Mr. Wilson that the people really value the school privileges provided for them. And that the money expended on the school will, in due time, produce good results.

*University of Halifax.*—The most noticeable feature of the past year as far as education is concerned is the establishment of the University of Halifax, an institution based on the model of the University of London,

with the purpose, as stated in the preamble to the Act of raising the standard of education in the Province, and of enabling all denominations and classes, including those persons whose circumstances preclude them from following a regular course of study in any of the existing Colleges or Universities to obtain Academical degrees.

This University being an examining body merely does not enter into competition with any of the existing Colleges, but yet the advantages to be derived by the various Colleges from their affiliation with the University are neither few or insignificant, and I may be permitted here to refer briefly to just one of them. Each College is a separate and independent institution, prescribing such curriculum as meets the views of its faculty and governing body for the time being, and regulating the severity of the examinations as the faculty of each College deemed most to subserve its own interests, and by a scale known only to themselves; and though the standard differed in the different Colleges. A degree was of equal value no matter by what institution conferred, and though the possessor of the parchment of one College might as a student and a scholar be much inferior to the graduate of a rival institution, and again examinations as now conducted by the faculties of the College can never be wholly freed from the suspicions of favoritism.

All this the University of Halifax will remedy, the Curriculum of Study will be the same for all. A standard of equal merit must be attained by all, while uniform examinations by disinterested examiners will ensure that none but diligent students have passed the ordeal, and that the possessor of a degree is entitled to take rank among the literary savans. From this it will be evident that a degree from the University of Halifax must count for more in the literary world than if conferred by any of the several colleges in the Province. And in the interests of that higher education which the University was established to foster and subserve, it is hardly to be regretted that the Senate have commenced by raising the standard higher than that required by any of the existing institutions of learning, and though this may at the outside impose extra exertion upon the students, yet the result will be beneficial to the several colleges; their standard must rise in proportion if they would hold their own in the literary race, emulation will be aroused and a generous rivalry enkindled, as that institution whose sons shall stand first on the examination roll of the University, and who shall succeed in carrying off its highest honors must take first rank and be acknowledged the premier College, and as a consequence attract to its halls the largest number of students and the most ambitious youths in the Province. During the past year the Senate has held several sessions, and applied itself energetically to the task of arranging for the work required to be performed, and placing the machinery in running order, while the Convocation composed of the graduates and representatives of the various colleges have met and performed their peculiar duties with an enthusiasm which augurs well for the future of the University.

The medical and legal professions have placed themselves in accord with the University, and the Senate have appointed examiners in Law and Medicine, and it is understood that candidates for degrees both in

Law and Physic will present themselves for examination at the time appointed for the annual examination.

The Senate have likewise prescribed a science course, and a resolution has been tabled for consideration at the next meeting with a view of committing the University to the duty of providing for examinations in technical studies.

The zeal with which all entered on the discharge of their various duties is of itself sufficient to shew that the establishment of the University provided for a felt want; and, now that the rough work connected with its inauguration is pretty well completed, its friends are justified in indulging the hope that the object with which the University was established will be fully realized, and the interests of higher education so conducive to the advancement and prosperity of a people, by its means, materially advanced.

The past year has been a season of considerable commercial depression felt in all branches of business, and in almost every section of the Province. In many instances rate-payers have been slow to vote the money required, and many schools have continued through the year with but few manifestations of vigor and growth, yet it is gratifying to know that Trustees, upon whom rests the duty of carrying the work forward, have not relaxed in their effort, nor has their zeal slackened. No backward steps have been taken. No opposition of a serious character has been experienced, and little disposition to offer factious hindrance has been manifest. On the whole, we can say, with entire confidence, that notwithstanding all drawbacks and discouragements, the public schools of the Province were never as prosperous as at the present time. They are more decidedly in favor with parents and rate-payers, are better managed, Trustees are coming to understand their work better, and, as seen in the table of expenditure, sections by their own voluntary assessments, are making more liberal contributions for the better sustentation of the school. The commercial depression so severely felt will, it is hoped, soon have passed, and with better business, will come an increase of means for the further expansion of our educational influences, and consequently for an enlarged blessing to the country.

For more minute information on the several particular branches of our operations and expenditure, I beg to refer to the Tables and Inspectors' Reports as printed in the appendices. The Inspectors' Reports in particular should not be passed by without a careful reading, as they contain information relating to each County in particular, and present the views of those who are daily engaged in working out our educational scheme. I beg to acknowledge the valuable aid afforded me at all times by these gentlemen, and have much pleasure in bearing testimony to their zeal and devotedness in the cause intrusted to their supervision.



The following is an Abstract of the Educational Statistics of the Province for the year ending October 31st, 1876:—

1. SCHOOL SECTIONS.

Total No. of School Sections, 1876 .....	1754
“ “ “ 1875. ....	1742
Increase .....	<u>12</u>
No. of School Sections having no School during any portion of the year, 1876 .....	186
No. of School Sections having no School during any portion of the year, 1875... ..	183
Increase .....	<u>3</u>

2. SCHOOLS AND PUPILS.

*No. of Public Schools in operation,—*

Winter Term, 1876 .....	1594
Do. 1875. ....	1580
Increase .....	<u>14</u>
Summer Term, 1876 .....	1744
Do. 1875 .....	1733
Increase.....	<u>11</u>

*Pupils Registered,—*

Winter Term; 1876. ....	77593
Do. 1875 .....	76349
Increase.....	<u>1244</u>
Summer Term, 1876 .....	82034
Do. 1875 .....	81898
Increase .....	<u>136</u>
THE YEAR:—Boys....	52156
Girls .....	42006
Total, 1876 ....	94162
Total, 1875.. ..	94029
Increase ....	<u>133</u>

*Proportion of Population Registered at Public Schools:—*

Winter Term, 1876...	....	....	....	....	.1 in 5.0
Do. 1875	....	....	....	....	1 in 5.08
Summer Term, 1876...	....	....	....	....	.1 in 4.7
Do. 1875	....	....	....	....	1 in 4.73
THE YEAR, 1876...	....	....	....	....	.1 in 4.1
1875	....	....	....	....	1 in 4.04

*No. of Pupils daily present at Public Schools on an average for the time in Session:—*

Winter Term, 1876...	....	....	....	....	44586
Do. 1875	....	....	....	....	42840
Increase	....	....	....	....	1746
Summer Term, 1876	....	....	....	....	46161
Do. 1875	....	....	....	....	45619
Increase	....	....	....	....	542

*Full-Term Average:—*

Winter Term, 1876...	....	....	....	....	41332
Do. 1875	....	....	....	....	38638
Increase	....	....	....	....	2694
Summer Term, 1876	....	....	....	....	43153
Do. 1875	....	....	....	....	42854
Increase	....	....	....	....	299

*No. of Pupils daily present per 100 Registered:—*

Winter Term, 1876	....	....	....	....	56.8
Do. 1875	....	....	....	....	54.6
Increase	....	....	....	....	2.2
Summer Term, 1876	....	....	....	....	55.8
Do. 1875	....	....	....	....	55.98
Decrease	....	....	....	....	.18

3. TEACHERS EMPLOYED.

*Academic Grade,—*

Winter Term, 1876	....	Male. 21	Female.
Do. 1875	....	19	
Increase	....	2	

Summer Term, 1876....	23	
Do. 1875....	17	
Increase.....	<u>6</u>	

*Class First,—*

Winter Term, 1876.....	259	.....	431
Do. 1875.....	260	.....	417
Decrease.....	<u>1</u>	Increase.....	<u>14</u>
Summer Term, 1876....	216	.....	504
Do. 1875....	253	.....	478
Decrease.....	<u>37</u>	Increase.....	<u>26</u>

*Second Class,*

Winter Term, .... 1876	236	.....	298
Do. ....1875	226	.....	320
Decrease.....	<u>10</u>	Decrease .....	<u>22</u>
Summer Term, .....1876	179	.....	374
Do. ....1875	160	.....	403
Increase.....	<u>19</u>	Decrease.....	<u>29</u>

*Class Third,*

Winter Term, ....1876	216	.....	226
Do. ....1875	215	.....	198
Increase.....	<u>1</u>	Increase.....	<u>28</u>
Summer Term, 1876....	204	.....	327
Do. 1875.....	181	.....	292
Increase.....	<u>23</u>	Increase.....	<u>35</u>

*Total No. of Teachers employed,—*

Winter Term, 1876.....	732	.....	955
Do. 1875.....	720	.....	935
Increase.....	<u>12</u>	Increase .....	<u>20</u>
Summer Term, 1876.....	622	.....	1205
Do. 1875.....	611	.....	1173
Increase.....	<u>11</u>	Increase .....	<u>32</u>

*Total No. Licensed Teachers and Assistants employed,—*

Winter Term, 1876 .....	1739
Do. 1875 .....	1707
Increase .....	<u>32</u>
Summer Term, 1876 .....	1881
Do. 1875 .....	1843
Increase .....	<u>38</u>

## 4. SALARIES OF TEACHERS.

*Received direct from Government,—*

Teachers of Public Schools, by law, 1876 .....	\$134880.13
Total direct from Government, 1875 .....	128205.47
Increase .....	<u>\$6674.66</u>

*Received from Trustees of various Sections,—\**

Paid to Teachers by Trustees, per agreement—	
1876 .....	\$285569.19
1875 .....	286014.40
Decrease .....	<u>\$ 445.21</u>

TOTAL: Direct from Government .....	\$134880.13
From Trustees .....	285569.19
Total 1876 .....	\$420449.32
“ 1875 .....	414219.87
Increase .....	<u>\$ 6229.45</u>

## 5. SCHOOL HOUSES.

No. of School-houses built during 1876 .....	79
No. in course of erection, Oct. 31st, 1876 .....	85
Amount voted for building purposes at meeting Sept., 1876 .....	<u>\$44929.50</u>

## 6. SUMMARY OF GOVERNMENT EXPENDITURE IN PUBLIC SCHOOLS.

Common Schools, 1876 .....	\$134880.13
Do. 1875 .....	128205.47
Increase .....	<u>\$ 6674.66</u>

\*The sources from which Trustees derive funds for the payment of Teachers Salaries and the relative amount from each for 1875, will be seen from the following statement:

Paid to Trustees of County Academies by Government .....	\$ 6510.00
Received by the Trustees from the County Assessment Fund .....	106780.75
Balance assessed within the several Sections by vote of rate-payers .....	\$118290.75
	173275.44
	<u>\$285569.19</u>

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<i>County Academies, 1876</i> .....	\$ 6510.00
Do. 1875 .....	6740.00
Decrease .....	230.00
<i>Bonus to Teachers of Grades :—A. and B. of 5 years service, 1876</i> ..	5046.35
Do. do. do. do. 1875 ..	5034.50
Increase .....	11.85
<i>Inspection of Schools, 1876</i> .....	13760.57
Do. 1875 .....	13871.87
Increase .....	888.70
<i>Government Expenditure assignable to Counties, 1876</i> .....	160197.05
Do. do. do. 1875 .....	153851.84
Increase .....	6845.21
<i>Examination of Teachers, 1876</i> .....	2572.77
Do. 1875 .....	2141.36
Increase .....	431.41
<i>Miscellaneous, 1876</i> .....	10626.73
Do. 1875 .....	10638.69
Decrease .....	5.23
<i>Government Expenditure not assignable to Counties, 1876</i> .....	13199.50
Do. do. do. 1875 .....	12773.32
Increase .....	426.18
<i>Total Govt. Expenditure in aid of Public Schools, 1876</i> .....	173396.55
Do. do. do. 1875 .....	166125.16
Increase .....	7271.39
<i>Purchase and Improvement of Grounds, 1876</i> .....	6184.84
Do. do. 1875 .....	1899.91
Increase .....	4284.93
<i>Repairs on School Houses and Out Houses, 1876</i> .....	12298.59
Do. do. 1875 .....	11820.23
Increase .....	478.36

<i>New School Houses and Out Houses, 1876</i> .....	\$ 48528.19
Do. do. 1875.....	44931.59
Increase .....	3596.60
<i>School Desks and Seats, 1876</i> .....	4204.31
Do. do. 1875.....	4873.04
Decrease.....	668.73
<i>School Books and Apparatus, 1876</i> .....	6008.53
Do. do. 1875.....	7935.29
Decrease.....	1926.76
<i>Fuel, 1876</i> .....	20605.55
Do. 1875 .....	21435.65
Decrease.....	830.10
<i>Insurance on Schools, 1876</i> .....	4823.39
Do. 1875 .....	2041.45
Increase .....	2781.94
<i>Commissions to Secretaries of Trustees, 1876</i> .....	9421.34
Do. do. 1875 .....	8336.39
Increase .....	1084.95
<i>Miscellaneous, 1876</i> .....	18155.64
Do. 1875 .....	7618.81
Increase .....	10536.83
<i>Total Expenditure on Public Schools, 1876</i> .....	445619.07
Do. do. 1875 .....	427526.86
Increase .....	18092.21
<i>Total indebtedness of Sections at close of year, 1876</i> .....	182634.14
Do. do, do. 1875.....	168563.56
Increase .....	14070.58

8 .TOTAL EXPENDITURE FOR PUBLIC SCHOOLS.

<i>Government</i> —assignable to Counties .....	\$160197.05
Local .....	445619.07
<hr/>	
Total assignable to Counties...	605816.12
<i>Government</i> —not assignable to Counties.....	13199.50
<hr/>	
Total, 1876.....	619015.62
Do. 1875.....	594088.39
<hr/>	
Increase ....	24977.23
<hr/>	
Sources of Funds to meet this Expenditure :	
<i>Legislative Grants</i> .....	\$173396.55
Assessed on <i>Counties</i> by law .....	106780.75
Raised, or to be raised within the <i>sections</i> by vote of rate-payers...	388838.32
<hr/>	
	\$619015.62
<hr/>	

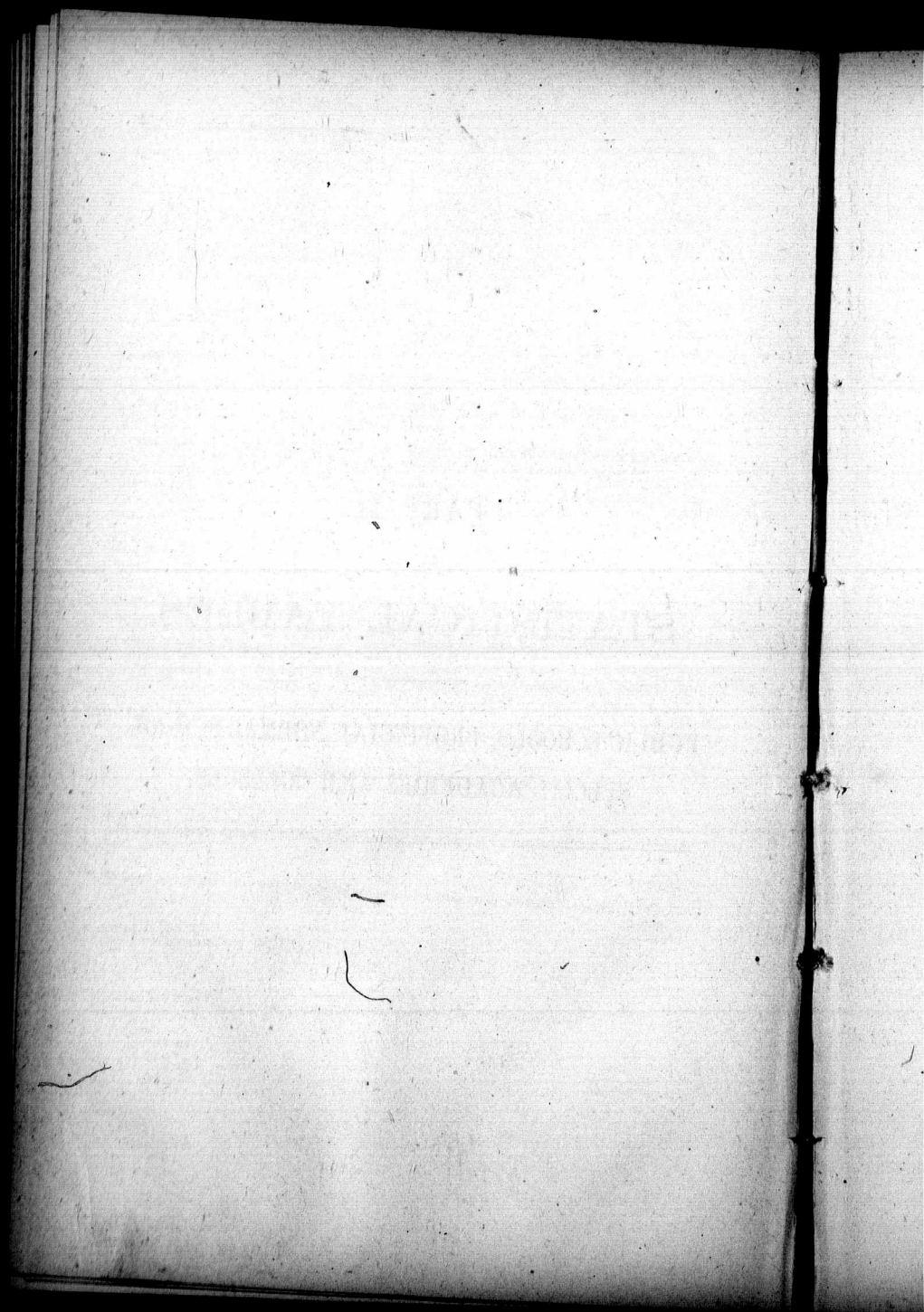
9. EDUCATIONAL EXPENDITURE OF NOVA SCOTIA.

Public Schools.....	\$619015.62	Portion paid by Gov. of N.S.	\$173396.55
Normal and Model School.....	8714.97		5009.00
Special Academies.....	55289.00		5400.00
Colleges .....	34374.99		10800.00
<hr/>			
Total, 1876.....	\$717874.58		*\$194605.55
“ 1875.....	707470.15		185951.53
<hr/>			
Increase .....	\$ 9904.43		\$ 8654.02
<hr/>			

I have the honor to be, your obedient servant,

A. S. HUNT,  
*Superintendent of Education.*

\*This amount includes the extra sums granted to Colleges at the two last Sessions of the Legislature.





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PART II.

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STATISTICAL TABLES.

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PUBLIC SCHOOLS, PROVINCIAL NORMAL SCHOOL,  
SPECIAL ACADEMIES AND COLLEGES.

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1876	12	3	14	11	33	38	1244	136	1867	24837	42
Increase										.....	.....
Decrease										.....	.....

**TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.**

COUNTY.	WINTER TERM.														SUMMER TERM.														Total.		No. of Licensed Assistants employed.							
	Male Teachers.							Female Teachers.							Male Teachers.							Female Teachers.							Male.	Female.	M.	F.						
	Academic.			3rd Class.				2nd Class.				1st Class.				Academic.			3rd Class.				2nd Class.				1st Class.											
	1st Class.	2nd Class.	3rd Class.	Class 1st.	Class 2nd.	Class 3rd.	Total.	Male.	Female.	Total.	Academic.	Class 1st.	Class 2nd.	Class 3rd.	Total.	Male Teachers.	Female Teachers.	Total.	Academic.	Class 1st.	Class 2nd.	Class 3rd.	Total.	Male.	Female.	Total.												
Annapolis.....	1	1	1	1	1	1	6	48	95	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	5	5					
Antigonish.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Cape Breton.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Colchester.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Cumberland.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Clare.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Digby.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Guysborough.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Halifax.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
“ City.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Hants.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Inverness.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Kings.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lansburg.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pictou.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Queens.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Richmond.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Shelburne.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Yarmouth.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total 1876.....	21	259	286	216	481	298	228	783	955	1688	23	216	179	204	504	374	927	682	1905	1827	0	48	9	48	9	48	9	48	9	48	9	48	9	48	9	48	9	48
“ 1875.....	19	260	226	215	417	320	198	730	935	1655	17	253	160	181	478	403	292	611	1173	1784	8	44	8	44	8	44	8	44	8	44	8	44	8	44	8	44	8	44
Increase.....	2	1	10	1	14	.....	30	13	20	34	6	19	23	26	.....	35	11	32	43	.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....







TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.  
No. of Pupils receiving Instruction in the various Branches.

COUNTY.	SINGING.		READING.		SPELLING AND DEFINITION.		GEOGRAPHY.			DRAWING.		WRITING.			ARITHMETIC.		
	Singing.	Reading.	Recitation.	Oral Lessons.	Spelling Book and Dictation.	Oral Lessons in Geography.	Geography of Nova Scotia.	General Geography.	Model Cards.	Sketch Books.	First Lesson.	Half Text.	Pine Hand.	Ball Frames.	Mental.	State.	
Annapolis.....	842	3971	2198	3291	2443	1545	924	1307	181	15	659	739	2116	372	2465	3524	
Antigonish.....	46	2786	651	1660	782	517	601	413	.....	5	527	636	1131	101	716	2191	
Cape Breton.....	794	4597	2262	3341	1813	1572	917	739	610	20	1030	993	1420	997	3215	3150	
Colchester.....	2115	5004	2921	4708	2774	2968	1411	1589	212	20	835	1216	2064	673	3630	4540	
Cornwall.....	839	4423	2586	3628	2294	2276	879	902	19	37	364	353	484	378	3185	4042	
Clare.....	173	1822	557	1003	547	592	206	302	19	37	364	353	484	240	955	1022	
Digby.....	452	2105	915	1619	1235	1134	514	585	33	16	454	397	1139	137	1465	1741	
Guysborough.....	826	2500	1194	2212	1034	1268	768	464	188	38	1287	1548	1815	923	3885	4316	
Halifax.....	2567	4977	2708	4355	2455	3226	1223	1722	322	38	1449	1231	1593	1445	3957	4158	
"    City.....	3067	4641	2881	3864	2714	3190	1239	2061	1250	341	841	993	1972	481	3181	3653	
Hants.....	1252	4231	1755	3864	2370	2737	1282	1553	168	69	841	1003	1640	195	1887	3001	
Inverness.....	590	4620	1191	3868	1698	1646	1132	655	14	.....	718	1003	1640	195	1887	3001	
Kings.....	1723	4377	1946	3988	2754	1369	822	1902	54	.....	599	896	2167	458	3012	3762	
Lunenburg.....	3323	4722	1930	3871	2195	2595	763	558	230	.....	962	1152	2215	888	3908	4097	
Pictou.....	4966	6492	3599	6162	4250	4802	2464	1689	1430	164	1113	1436	2904	1274	5425	5926	
Queens.....	1019	2540	998	1411	950	880	297	520	158	15	314	390	648	469	1329	1601	
Richmond.....	643	2367	1131	1951	848	705	435	319	6	6	425	490	828	213	1200	1463	
Shelburne.....	1496	2986	1855	2846	1564	1789	584	674	221	8	653	725	1190	993	2363	2539	
Victoria.....	487	2054	1242	1533	983	705	443	331	.....	.....	306	459	739	156	1289	1311	
Yarmouth.....	1890	3579	1863	2938	2168	2027	785	1465	122	.....	889	1178	1429	443	1883	3455	
Total 1876.....	29110	74134	35783	62057	37872	37643	17694	19750	5213	760	14776	17574	30568	11100	50438	61943	
"    1875.....	30164	71334	35319	59832	48356	47681	16754	18491	3835	928	15021	16731	29950	10544	46857	58739	

VARIOUS BRANCHES : WINTER TERM.

TABLE VI.—WINTER TERM: (Continued.)

COUNTY.	GRAMMAR AND ANALYSIS.		HISTORY.			English Composition.	Keeping of Accounts.	Chemistry of Common Things.	1st Latin Book.	Algebra.	Geometry.	Navigation.	Natural Philosophy.	Other Branches.	No. of Schools holding public Examinations at close of Term.	No. sitting without public Examination.	PRIZES.	
	Oral (on Read-Ing Lessons).	Text Book.	Of British.	Of Britain.	Of other Countries.												No. prizes given to Pupils.	Value of Prizes given.
Annapolis	797	1611	560	908	27	554	273	88	41	199	270	22	60	18	67	26	32	\$18 40
Antigonish	303	617	289	290	33	66	55	23	26	134	96	6	2	9	60	5	..	..
Cape Breton	1422	1233	437	373	89	424	153	91	26	236	174	36	3	11	112	12	20	12 00
Colchester	1365	1612	815	1150	122	836	346	85	108	340	235	17	11	6	102	4	75	81 18
Cumberland	1230	1256	265	924	103	424	218	105	49	194	170	5	20	14	100	16	57	27 45
Clare	425	284	81	65	47	101	43	24	8	19	34	10	18	819	9	2	2	6 50
Dirby	926	663	288	378	170	192	163	66	16	119	76	40	57	2	36	7	57	14 35
Granthorough	741	722	321	390	57	219	122	80	12	81	68	3	8	5	54	5	44	14 45
Halifax	2153	1491	894	798	131	577	147	172	97	405	352	2	27	6	89	17	27	9 46
" City	2334	2135	775	513	397	861	191	118	78	196	132	40	109	108	..	8	..	..
Hants	1510	1350	471	1020	106	469	208	118	78	196	132	21	123	17	78	10	47	34 65
Inverness	908	1052	604	439	..	131	66	75	36	323	218	10	12	..	111	10	..	..
Kings	1199	1720	592	1019	67	595	394	215	54	311	289	12	93	26	39	26	28	10 05
Launenburgh	1464	869	362	437	160	247	221	210	54	311	289	12	93	26	39	26	54	23 16
Pictou	3220	2530	1536	1103	92	1112	279	810	148	549	602	36	97	293	138	13	193	128 97
Queens	574	593	165	248	102	309	75	28	40	36	68	4	11	64	39	47	41	24 87
Richmond	616	467	175	173	91	177	66	75	28	40	36	68	4	11	64	39	47	..
Shelburne	1160	841	451	383	13	389	116	90	10	134	90	15	8	6	47	6	63	46 02
Victoria	614	596	225	189	41	186	79	52	11	168	116	7	2	4	50	9	4	3 15
Yarmouth	1324	1216	346	539	175	709	212	22	9	223	186	24	56	6	48	4	27	27 35
Total, 1876	24855	22347	9622	11572	2028	8578	3425	775	4054	3296	345	855	1464	1311	231	221	771	440 00
" 1875	25408	22253	9836	11514	1714	9456	4192	2101	550	3636	2531	278	544	1171	1264	551	551	288 67





TABLE VI.—SUMMER TERM: (Continued.)

COUNTY.	GRAMMAR AND ANALYSES.		HISTORY.			English Composition.	Keeping of Accounts.	Chemistry of Common Things.	1st Latin Book.	Algebra.	Geometry.	Navigation.	Natural Philosophy.	Other Branches.	No. of Schools holding public Examination at close of Term.	No. closing without public Examination.	PRIZES.	
	Oral (on Reading Lessons).	Text Book.	Of British America.	Of Great Britain.	Of other Countries.												No. prizes given to Pupils.	Value of Prizes given.
Annapolis.....	1021	1333	557	776	25	552	112	62	23	152	227	12	42	12	74	28	47	\$26.35
Antigonish.....	456	570	261	257	10	77	48	18	0	102	81	3	9	3	58	12	0	0.00
Cape Breton.....	1577	1075	479	322	216	401	120	54	114	250	92	22	18	10	124	10	20	7.00
Colchester.....	2896	1416	1002	848	38	702	205	88	79	354	139	5	110	11	113	4	35	13.94
Cumberland.....	1175	1262	383	856	41	369	120	69	25	190	131		2	66	101	26	47	4.65
Clare.....	480	232	90	78	69	64	48	20	8	28	20	12		854	18	8	18	18.15
Digby.....	886	662	210	229	96	146	125	31	18	97	67	4	18	10	39	10	141	14.00
Guysborough.....	852	732	382	280	31	172	28	71	26	124	68	2	25	6	96	8	11	4.20
Halifax.....	2787	1585	899	958	62	576	56	72	22	128	119	2	93	153	95	5	214	102.39
Halifax City.....	2630	1985	805	901	235	924	191	140	140	340	385		9	57	139	10	62	38.33
Hants.....	1781	1255	519	883	78	650	130	117	44	161	125		8	8	95	10	0	0.00
Inverness.....	806	889	515	253	84	171	70	48	14	225	194	23	61	5	113	10	52	28.98
Kings.....	1163	333	465	722	113	259	95	36	9	145	88	6	50	52	78	20	44	21.93
Lunenburg.....	620	777	459	306	44	968	209	688	152	533	431	31	153	260	140	13	63	64.75
Pictou.....	4194	2152	1373	969	70	274	67	31	44	122	96	2	13	86	50	2	51	21.45
Queens.....	576	672	196	287	70	147	36	14	10	71	45	1	3	15	5	54	5	20.55
Richmond.....	570	509	146	138	63	147	36	14	10	71	45	1	3	15	5	54	5	20.55
Shelburne.....	983	689	300	291	9	318	53	67	6	130	75		3	13	57	10	18	7.49
Victoria.....	695	874	181	192	26	81	25	66	9	113	70	4	4	4	59	10	35	28.65
Yarmouth.....	1188	1066	324	443	165	619	130	33	17	219	137	5	20	44	48	3		
Total.....	1876	27169	9545	10063	1445	7806	2048	1875	797	3720	2631	155	693	1742	1571	199	910	482.76
".....	1875	26773	9140	9757	1496	8408	1754	1957	644	3141	2324	567	754	1222	1461	238	661	653.43





APPARATUS.

TABLE IX. — APPARATUS BELONGING TO THE PUBLIC SCHOOLS.

COUNTY.	No. of square feet of Black-board surface.	Average No. of square feet of Black-board surface, per school.	No. of Ball Frames.	No. of good Wall Maps.	No. of Globes.	No. of Clocks.	No. of Hand bells.	No. of Thermometers.	No. of Prints and Diagrams for Oral Lessons.	No. of Models of Solids.	No. of English Dictionaries for Teachers' desks.	No. of Biographical Dictionaries.	No. of Gazetteers.	No. of Cabinets Natural History.	Estimated value of the Books and Apparatus belonging to Schools.	No. of Seetns in which the School Books are kept as public property.	No. of Seetns in which the Books are partly kept as public property.	No. of Seetns in which the Books are all sold to the Pupils (under Reg. 5).
Annapolis	6371	66	26	348	23	11	68	1	12	8	14	4	1	1	\$1383	11	86	88
Antegonish	3574	29	21	500	20	18	55	4	134	35	43	9	2	1	1409	4	120	101
Colchester	3549	64	63	392	24	25	96	3	61	10	35	9	3	1	1127	4	1	14
Cumberland	4558	36	32	253	9	14	69	4	139	13	28	3	2	1	430	11	1	1
Clare	2368	53	15	158	14	16	31	9	66	66	9	1	1	1	462	11	8	1
Gloucester	5583	33	13	250	17	17	43	1	242	1	29	1	1	1	1473	17	1	1
Halifax	5565	73	13	320	17	17	43	1	242	1	29	1	1	1	1473	17	1	1
King's	11600	121	40	346	30	15	72	9	150	129	72	5	4	1	10250	10	2	54
King's	8347	25	14	302	15	8	33	1	35	11	22	1	1	1	2000	19	36	47
King's	760	23	366	24	9	66	66	1	217	1	2	1	3	1	1870	45	2	2
King's	6831	63	67	354	10	15	35	1	282	25	79	2	2	1	1333	11	2	2
Laurensburg	6821	63	134	139	12	23	36	1	118	13	33	4	2	1	937	13	10	10
Newton	4637	130	14	136	13	9	21	1	156	44	33	4	1	1	1637	10	2	62
Richmond	1661	25	15	126	13	9	21	1	156	30	30	6	1	1	1112	55	12	1
Shelburne	6569	99	32	237	21	48	91	1	330	1	39	5	2	1	1112	55	12	1
St. Albans	15022	153	38	370	40	63	80	11	330	1	39	5	2	1	2310	00	267	462
Yammouth	15022	153	38	370	40	63	80	11	330	1	39	5	2	1	2310	00	267	462
Total	1876	102743	57.1	919	5129	405	501	1180	2303	244	619	56	104	9	40200	46	267	462
"	1875	98327	64.5	648	5243	401	439	1150	2035	550	619	43	132	22	45235	00	152	345
Increase	4356	271	271	4	62	30	30	10	292	306	13	13	23	13	5064	54	115	107
Decrease		7.4														16		



EXPENDITURE OF GOVERNMENT FUNDS.

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TABLE XI. — PUBLIC SCHOOLS: EXPENDITURE OF GOVERNMENT FUNDS.

COUNTY.	Common Schools.				County Academies for the year.	Teachers' Bonus.	Inspection.		Examinations.	TOTAL.
	Paid to Teachers, Winter Term.	Paid to Teachers, Summer Term.	TOTAL.	Salaries.			Allowance for Stationery & Postage.			
Annapolis	\$ 3545 18	\$ 3903 04	\$ 7808 32	\$ 340 00	\$ 600 00	\$ 340 00	\$ 754 78	\$ 40 00	\$ 9543 00	
Antigonish	2844 18	3123 00	5966 18	320 00	600 00	320 00	50 00	50 00	6877 98	
Colchester	4329 00	4773 10	9102 70	436 00	600 00	436 00	835 01	40 00	11046 70	
Cumberland	4070 30	4377 14	8813 56	127 50	570 00	127 50	599 27	40 00	9816 07	
Clare	1650 13	1886 19	3538 31	45 00	540 00	45 00	336 21	30 00	3916 00	
Claremont	1624 85	1712 00	3336 84	170 00	540 00	170 00	336 21	30 00	3916 00	
Gaspeborough	1024 85	1024 85	2049 70	600 00	600 00	600 00	488 62	40 00	4468 18	
Halifax	4004 30	4313 59	8317 89	177 50	600 00	177 50	1873 70	80 00	12095 02	
Halifax City	4321 02	4313 59	8634 61	370 00	600 00	370 00	730 91	40 00	10372 11	
Halifax Suburban	3422 15	4287 95	7710 10	370 00	600 00	370 00	577 95	40 00	8771 01	
Inverness	3422 15	3291 07	6713 22	161 25	600 00	161 25	681 39	30 00	7932 72	
Kings	3528 50	3528 50	7057 00	502 50	600 00	502 50	1079 12	40 00	7932 72	
Lincolnton	3432 58	3160 80	6593 38	600 00	600 00	600 00	1079 12	30 00	8160 00	
London	5401 89	5997 45	11399 34	142 50	600 00	142 50	341 38	40 00	13017 35	
Quebec	2973 73	1810 69	4784 42	292 50	600 00	292 50	512 06	20 00	4593 39	
Richmond	2973 73	1810 69	4784 42	292 50	600 00	292 50	512 06	20 00	4593 39	
Shelburne	1698 39	2081 11	3779 50	147 00	600 00	147 00	469 47	40 00	5397 47	
Victoria	2655 56	2325 08	4980 64	600 00	600 00	600 00	553 86	40 00	5573 94	
Yarmouth	3090 44	2754 85	5845 29	270 00	600 00	270 00	553 86	40 00	6984 15	
Total 1875	\$ 64554 63	\$ 70295 50	\$134850 13	\$6510 00	\$510 57	\$6046 55	\$13100 57	\$ 669 00	\$ 2572 77	
Total 1875	60946 81	67838 66	128785 47	6740 90	12621 87	5034 60	12621 87	720 00	11018 83	
Increase	\$ 4287 82	\$ 4468 84	\$ 6074 00	\$ 11 35	\$ 443 70	\$ 431 41	\$ 391 80	\$ 60 00	\$ 6885 02	
Decrease										

Government expenditure not assignable to Counties, \$18,109.50.

Travelling Expenses Pupil Teachers Normal School \$482 00; School Registers, \$441 25; Office Expenses, \$181 05; Office Salaries, \$2693 00; Printing, \$1978 45; Special Aid to poor Sections, \$127 30; Interest paid Bank N. S. for 1875, 2134 86; Interest for 1876, 1638 82

TABLE XII. — EXPENDITURE OF COUNTY SCHOOL FUND.

Names of County and Sessional Districts.	Amount assessed yearly for schools fixed by law.	Amount at disposal of Commissioners for 1876, including bal- ance of 1874.	Paid to Trustees of School.			Amount per Pupil in attendance the Full Term.		
			Winter Term.	Summer Term.	Total.	Winter.	Summer.	The Year.
			\$	\$	\$	\$	\$	\$
Annapolis, County of.....	5436 30	5436 58	2618 43	2717 71	5336 14	1 19	1 20	2 39
Antigonish, County of.....	4954 00	4954 00	2477 00	2477 00	4954 00	1 83	1 66	3 49
Cape Breton, County of.....	7936 20	8677 70	3912 72	3984 00	7896 72	1 59	1 68	3 27
Colchester.....	6245 70	6245 70	3122 85	3122 85	6245 70	1 07	1 48	2 55
Cumberland, County of.....	7054 70	7054 70	3527 00	3527 00	7054 70	1 30	1 12	2 42
Clare, District of.....	1920 00	1920 00	960 00	960 00	1920 00	1 38	1 43	2 81
Digby, District of.....	3217 00	3217 00	1608 50	1608 50	3217 00	2 34	1 63	3 97
Guysborough, District of.....	3532 00	3536 82	1810 00	1756 00	3566 00	1 70	1 33	3 03
St. Mary's, District of.....	1434 00	1433 92	716 92	717 00	1433 92	1 47	1 46	2 93
Halifax, County of.....	8214 00	8214 00	4107 00	4107 00	8214 00	1 60	1 29	2 89
Halifax, District of (East).....	3573 84	3573 84	1800 94	1776 11	3577 05	1 33	1 12	2 45
Hants, District of (West).....	2843 70	2843 70	1392 95	1438 30	2831 25	1 41	1 39	2 80
Inverness, County of.....	7024 50	7024 97	3512 25	3512 00	7024 25	1 45	1 39	2 84
Kings, County of.....	6452 70	6452 70	3226 35	3226 35	6452 70	1 25	1 30	2 54
Lunenburg and New Dublin.....	5746 00	5751 30	2877 14	2877 70	5754 84	1 41	1 30	2 71
Chester, District of.....	1404 00	1404 35	702 87	700 52	1402 89	1 39	2 47	3 86
Pictou, County of.....	9634 20	9634 15	4817 23	4816 84	9634 07	1 43	1 22	2 65
Queens, County of.....	3166 00	3163 76	1580 87	1580 87	3163 87	1 78	1 50	3 28
Richmond, County of.....	4280 00	4280 36	2139 96	2139 50	4279 46	1 27	1 05	2 32
Shelburne.....	1896 70	1892 96	949 35	929 00	1878 35	1 20	1 12	2 32
Barrington, District of.....	1826 40	1863 87	913 20	913 20	1826 40	1 61	1 59	3 20
Victoria.....	3403 80	3404 08	1702 63	1701 81	3404 44	1 10	1 28	2 38
Yarmouth, District of.....	3350 00	3350 00	1675 00	1675 00	3350 00	1 52	1 26	2 78
Argyle.....	2363 00	2363 00	1181 50	1181 50	2363 00	1 49	1 36	2 85
<b>Total 1876.....</b>	<b>106883 50</b>	<b>107833 46</b>	<b>53334 29</b>	<b>53446 46</b>	<b>106780 75</b>	<b>1 49</b>	<b>1 36</b>	<b>2 85</b>



FUNDS AT DISPOSAL OF TRUSTEES.

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TABLE XII.—PUBLIC SCHOOLS: FUNDS AT DISPOSAL OF TRUSTEES.

COUNTY.	Bal. on hand from previous year.	Assessed on the Sections by vote of the Rate-payers.	Received by the Trustees from County Assessments.	Borrowed for the erection and repair of school buildings.	Received by Trustees from other sources.	Total from Local sources.	Government Grants paid to Trustees of County Academies and Poor Sections.	TOTAL.
Annapolis.....	\$ 1136 50	\$ 13533 95	5336 14	1000 00	109 61	91116 20	600 00	21716 30
Antigonish.....	690 40	6641 00	4954 00	500 00	70 00	12845 40	600 00	12845 40
Cape Breton.....	719 98	13939 99	7896 72	21 85	428 00	23006 54	600 00	23006 54
Colchester.....	993 42	14920 50	6245 70	10350 00	127 41	23037 03	600 00	23037 03
Cumbehead.....	1091 88	18637 01	7054 70	636 33	290 52	22640 45	570 00	23210 45
Ches.....	205 31	35703 43	1920 00	1020 00	753 80	17401 54	540 00	7401 54
Digby.....	434 35	7442 73	3217 00	8 00	211 00	11313 77	655 00	11853 17
Guysborough.....	530 12	9443 00	4969 92	163 00	76 25	14912 29	655 00	15567 29
Halifax.....	1101 16	7276 39	8214 00	5179 49	1273 40	33431 54	72 30	33116 74
“ City.....	288 20	64221 52	6408 30	450 00	200 00	92432 00	600 00	64421 52
Inverness.....	166 00	15156 50	7024 25	28 00	120 00	18354 25	600 00	18954 25
Kings.....	1503 50	10435 00	6452 00	600 00	711 00	18374 25	600 00	18954 25
Lanenburg.....	607 72	14502 00	7157 73	331 04	1313 50	19670 04	600 00	20270 04
Pictou.....	877 26	24126 41	9634 07	870 00	230 30	40596 38	600 00	41196 38
Queens.....	766 31	7671 00	3163 87	364 39	5018 64	11629 08	600 00	12229 08
Richmond.....	118 08	4830 48	4279 46	364 39	89 50	10222 41	600 00	10822 41
Shelburne.....	1605 03	11895 35	3704 75	38 97	89 50	17294 63	600 00	17894 63
Victoria.....	132 28	4518 31	3404 44	74 33	81 33	8568 33	600 00	9168 33
Yarmouth.....	2229 76	23468 41	5713 00	4163 00	44 20	35638 37	600 00	36238 37
Total 1876.....	\$ 15177 26	\$ 292155 23	\$ 106780 75	\$ 25359 68	\$ 11464 45	\$ 450937 37	\$ 6637 30	\$ 457574 67
“ 1875.....	16452 15	278076 93	107396 41	22449 75	8555 07	432929 31	6882 00	438811 31
Increase.....		\$ 14078 30	\$ 615 66	\$ 2909 93	\$ 2909 38	\$ 18008 06		\$ 17763 36
Decrease.....	\$ 1274 89						\$ 244 70	

Atgyle.....	2000 00	107833 46	53334 29	53446 46	106780 75	1 49	1 363	2 753
Total 1876.....	106883 50	107833 46	53334 29	53446 46	106780 75	1 49	1 363	2 753



**TABLE XV.**  
POOR SECTIONS. SPECIAL COUNTY AID.

NAMES OF COUNTIES AND SESSIONAL DISTRICTS.	Number of these Sections having Schools.		Amount of County Assessment paid to these Schools over and above the ordinary allowance.		
	Summer Term.	Winter Term.	Winter Term.	Summer Term.	Total.
Annapolis, County of.....	23	18	\$ 155 18	\$ 166 17	\$ 321 35
Antigonish, ".....	10	10	84 35	88 75	173 10
Cape Breton, ".....	36	40	210 97	228 48	439 45
Colchester, ".....	19	20	115 41	119 92	235 33
Cumberland, ".....	16	16	135 94	120 78	256 72
Digby, District of.....	12	14	82 80	119 94	202 74
Clare, ".....	5	5	38 10	30 93	69 03
Guysboro, ".....	5	3	96 83	26 02	122 85
St. Mary's, District of.....	5	3	42 37	14 62	56 99
Halifax, County of.....	19	24	179 65	182 24	361 89
Hants, District of East.....	5	8	29 14	37 47	66 61
" " West.....	5	16	38 14	102 60	140 74
Inverness, County of.....	48	47	310 02	298 89	608 91
Kings, ".....	15	24	94 66	166 50	261 16
Lunenburg and N. Dublin....	14	9	95 60	60 40	156 00
Chester, District of.....	5	6	66 15	50 13	116 28
Pictou, County of.....	20	28	121 70	147 52	269 22
Queens, County of.....	6	18	57 80	93 74	151 04
Richmond, County of.....	12	16	93 44	101 67	195 11
Shelburne, District of.....	1	....	1 90	.....	1 90
Barrington, ".....	5	6	23 22	30 80	54 02
Victoria.....	10	14	70 16	72 90	143 06
Yarmouth, District of.....	6	6	29 74	30 33	60 07
Argyle, ".....	2	4	23 12	38 34	61 46
Total 1876.....	304	355	2195 89	2320 14	4525 03
" 1875.....	291	352	1996 07	2456 84	4452 91
Increase.....	13	3	199 82	.....	72 12
Decrease.....	.....	.....	.....	127 70	.....

**TABLE XVI.**  
SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.*		Paid by Government towards erection of School Houses, &c.		TOTAL.
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	
Annapolis .....	192 71	253 18	.....	.....	445 89
Antigonish .....	105 33	106 35	.....	.....	211 68
Cape Breton .....	327 22	361 17	.....	.....	688 39
Colchester .....	161 80	164 87	.....	.....	326 67
Cumberland .....	114 15	114 64	.....	.....	228 79
Clare .....	35 83	34 06	.....	.....	69 89
Digby .....	108 00	125 03	.....	.....	233 03
Guysborough .....	39 02	56 48	15 00	40 00	150 50
Halifax .....	156 80	167 75	16 00	56 30	396 85
Hants .....	86 06	177 84	.....	.....	263 90
Inverness .....	549 72	496 55	300 00	300 00	1646 27
Kings .....	90 14	187 12	.....	.....	277 23
Lunenburg .....	164 80	115 80	.....	.....	280 60
Pictou .....	170 00	242 00	.....	.....	412 00
Queens .....	71 62	133 67	.....	.....	205 29
Richmond .....	114 69	99 10	.....	.....	213 79
Shelburne .....	38 31	47 52	.....	.....	85 83
Victoria .....	105 66	126 24	.....	.....	231 90
Yarmouth .....	65 97	72 25	.....	.....	138 22
Total, 1876 .....	2697 83	3081 62	331 00	396 30	6506 75
“ 1875 .....	2430 79	2986 75	392 00	350 00	6159 54
Increase .....	267 04	94 87	.....	46 30	347 21
Decrease .....	.....	.....	61 00	.....	.....

**TABLE XVII.—PUBLIC SCHOOLS. COUNTY ACADEMIES.** (Embodied in the foregoing Tables.)

ACADEMY.	HEAD MASTER.	No. Teachers in all departments of the Academies.		No. of Departments.		In all Departments.		In the High School only.										Number studying the Languages (in all Departments).									
		Average No. of Pupils daily present: Winter Term.	Average No. of Pupils daily present: Summer Term.	Whole No. of different Pupils enrolled during the year.	Average No. of Pupils daily present: Winter Term.	Average No. of Pupils daily present: Summer Term.	Whole No. of different Pupils enrolled during the year.	Average No. of Pupils daily present: Winter Term.	Average No. of Pupils daily present: Summer Term.	Whole No. of different Pupils enrolled during the year.	No. belonging to County, outside the Section.	No. belonging to County, outside the Section.	No. of Males.	No. of Females.	Reading and Recitation.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	English.	Latin.	Greek.	French.				
Annapolis.....	S. C. Shafter.....	115.57	139.77	43	23.25	32	11	0	27	16	250	250	115	33	6	6	11	0	6	6	6	6	6	6			
Cape Breton.....	James Christie, M.A.....	300	350	42	24.00	32	12	3	37	32	409	409	320	99	19	3	3	3	3	3	3	3	3	3			
Cumberland.....	S. McCully.....	750	800	47	24.00	40	6	0	20	25	223	223	144	36	4	4	4	4	4	4	4	4	4	4			
Guysborough.....	W. B. Colless.....	450	500	46	21.00	40	3	4	21	23	170	170	128	55	6	6	6	6	6	6	6	6	6	6			
Innesborough.....	J. W. McLeod, A.B.....	450	500	47	24.00	44	5	2	13	23	415	415	294	30	7	7	7	7	7	7	7	7	7	7			
Richmond.....	C. P. Chisholm.....	800	850	42	23.17	37	6	0	15	23	475	475	325	32	9	9	9	9	9	9	9	9	9	9			
Shelburne.....	W. J. McVicar.....	800	850	40	23.17	37	6	0	15	23	475	475	325	32	9	9	9	9	9	9	9	9	9	9			
Shelburne.....	W. J. McVicar.....	800	850	40	23.17	37	6	0	15	23	475	475	325	32	9	9	9	9	9	9	9	9	9	9			
Victoria.....	J. S. MacLean, B.A.....	800	850	48	31.00	22	15	2	30	33	159	159	117	68	6	6	6	6	6	6	6	6	6	6			

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TABLE XVII.—(Continued.) PUBLIC SCHOOLS : COUNTY ACADEMIES.

ACADEMY.	IN ALL THE DEPARTMENTS.																						
	Fine Arts.			Mathematics.					Geography.				History.				Elements of Natural Science.					Other Branches.	
	Vocal Music.	Drawing.	Penmanship.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Navigation.	Surveying.	Modern.	Ancient.	British America.	British.	Grecian.	Roman.	Chemistry.	Botany.	Zoology.	Astronomy.	Total studying Natural Science.	Natural Philosophy.	Keeping of Accounts.	
Annapolis . . . . .	61	39	185	220	25	25	10	8	9	114	0	20	80	8	8	10	0	0	0	10	8	20	
Cape Breton . . . . .	409	59	395	409	89	89	23	11	0	395	0	169	118	5	13	13	0	0	0	13	7	25	
Cumberland . . . . .	47	0	47	47	45	45	1	0	0	47	8	0	47	8	8	35	2	0	8	15	0	47	
Digby . . . . .	0	0	223	223	40	16	0	0	0	179	0	10	68	0	0	15	0	0	0	15	0	0	
Guysborough . . . . .	126	126	170	170	20	20	0	0	0	114	0	44	68	0	0	15	0	0	0	15	0	3	
Lunenburg . . . . .	378	0	373	367	55	53	6	9	1	324	0	88	113	0	0	12	0	0	12	27	40		
Richmond . . . . .	0	0	103	115	10	9	5	1	1	68	0	12	12	0	0	0	0	0	0	0	0	1	
Queens . . . . .	0	0	472	472	97	36	0	0	0	472	0	152	169	42	42	0	0	0	0	0	0	30	
Shelburne . . . . .	0	0	48	48	8	5	0	1	0	40	0	12	21	0	0	4	0	0	0	0	4	00	
Victoria . . . . .	159	0	147	159	51	51	9	3	3	116	0	26	44	0	8	56	0	0	0	56	0	19	

TABLE XVIII.—SPECIAL ACADEMIES.

ACADEMY.	PRINCIPAL.	Instructors.			No. of Pupils, their Age, &c.										Expenses.					
		No. of Regular Teachers.	No. of Regular Assistants.	No. Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. Pupils daily present.	No. of New Pupils for year.	No. former Pupils 2nd year of attendance.	No. former Pupils 3rd year of attendance.	Whole No. Boarding during year.	Average No. Boarders during year.	No. Pupils belonging to Nova Scotia.	No. from other Counties.	No. of Pupils, under 15 years of Age.	No. of Pupils 15 years of Age and upwards.	Average Age of Pupils.	Annual Tuition Fee—Advanced Pupils.	Cost of Board per Week.	No. of weeks in Session during year.
Pictou Academy.....	A. H. McKay, B. A.	1	1	...	111	75	69	69	37	17	180	70	113	8	59	66	16	\$12 00	3 00	42
Mt. Allison Academy.....	Rev. G. Jones, M. A., M. A.	1	1	...	106	85	80	55	42	9	89	70	43	...	58	66	16	12 00	3 00	42
Horton Col. Academy.....	Rev. G. Jones, M. A., M. A.	1	1	...	221	118	110	82	109	30	196	89	197	24	23	196	17	23 00	2 50	39
Yarmouth Seminary.....	Leather E. Embree, B. A.	1	1	...	60	45	41	23	17	6	60	34	33	...	4	24	16	17 00	2 00	35
Max C. Savage School.....	Edward Gilpin, D. D.	1	1	...	60	45	41	23	17	6	60	34	33	...	4	24	16	17 00	2 00	35
East Point Academy.....	James R. Smith, M. A.	1	1	...	38	25	23	11	11	3	34	24	24	...	3	11	11	40 00	...	44
Mt. Allison F. Academy.....	James R. Smith, M. A.	1	1	(a)	87	76	69	49	32	15	63	50	36	...	13	23	17	30 00	3 00	43

TABLE XVIII.—Continued. SPECIAL ACADEMIES.

COUNTY.	No. Studying the Languages.																								
	English.			Latin.			Greek.			Mod. Languages.			Fine Arts.			Mathematics.									
	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Rudiments.	Translating Authors.	Total Studying Latin.	Rudiments.	Translating Authors.	Total Studying Greek.	French (colloquial).	Translating French Authors.	Other Modern Languages.	Total Studying Modern Languages.	Music.	Drawing.	Pennmanship.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Navigation.	Surveying.	Other Mathematical Branches.	
Pictou Academy.....	113	70	40	46	10	56	8	3	50	32	8	50	8	20	80	114	112	114	112	114	33	30	30	30	30
Mt. Allison Academy.....	90	75	55	90	3	40	18	12	10	22	8	8	8	8	70	25	20	20	70	25	20	5	6	15	15
Horton Col. Academy.....	185	221	221	24	76	100	176	29	58	87	30	5	35	35	121	221	102	32	102	32	10	10	10	10	10
Yarmouth Seminary.....	20	20	28	26	20	20	22	6	4	8	11	18	9	20	20	28	28	21	28	28	21	3	1	1	1
Halifax Grammar School.	46	45	46	30	20	18	38	14	6	20	12	12	4	4	46	46	18	21	46	18	21	3	1	1	1
Inst. for Deaf and Dumb.	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Mt. Allison Academy.....	72	72	30	72	4	4	35	35	83	42	49	38	38	38	38	38	9	6	3	6	3	3	3	3	



TABLE XVIII.—Continued. SPECIAL ACADEMIES.

ACADEMY.	Rooms, &c.		Library and Apparatus.							Income.				Expenditure.						Total.
	No. of School Rooms and Class Rooms.	Number of Rooms for Boarding Pupils.	Style of Desks.	No. of bound vols. added to Library.	Total No. of bound vols. in Library.	No. of Globes.	No. of good Wall Maps.	No. of Dictionaries and Gazetteers.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rents and Invested Funds, &c.	Provincial Grant.	Total.	Salaries of Instructors.	Average of Salaries.	Expended on buildings and repairs.	Expended for Books and Apparatus.	Miscellaneous.	
Pictou Academy.....	6	2		500	700	4	46	2	8000	\$ 700	50	\$ 315	\$ 1050	\$ 1415	\$ 1700	\$ 850	\$ 35	\$ 40	\$ —	\$ 1765 00
Mount Allison Academy.....	6	13	American Patent.	500	13000	1000	15	2	200	2000	1000	125	13125	2750	1500	1000	1500	1000	850	13500 00
Horton Col. Academy.....	6	55	Patent.	441	315	3	15	2	50	50	400	1400	150	1837	650	.....	.....	.....	50	3537 00
Yarmouth Biminary.....	2	5	Patent.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2200 00
St. John's Grammar School.....	2	.....	Patent.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2200 00
Institution for Deaf Mumb.....	2	.....	Patent.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1487 00
Mount Allison F. Academy.....	2	50	Dawson's Patent.	8500	.....	.....	.....	.....	(c)	600	11300	1000	125	12425	4400	550	7500	1550	5450	18900 00

TABLE XVIII.—Continued. SPECIAL ACADEMIES.

COUNTY.	Geography.				History.				Elements of Natural Science.							Other Branches.							Prizes.	
	Modern.	Ancient.	Use of Globes.	British America.	British.	Grecian.	Roman.	Outlines of Universal.	Chemistry.	Botany.	Zoology.	Mineralogy and Geology.	Astronomy.	Total Studying Natural Sciences.	Natural Philosophy.	Chemistry applied to Agriculture.	Elements of Political Economy.	Elements of Logic.	Elements of Moral Science.	Keeping of Accounts.	English Literature.	Cricket.	No. awarded during year.	Value Prizes awarded during year.
Pictou Academy.....	112							36	45	18		22	54	47	45								48	48
Mt. Allison Academy.....	45		45		10			12	12	15		12	15	40						100			3	130
Horton Col. Academy.....	221	132	60	33	72	117	135	35	30	30	50	18	78	67			12	9	18	10	23	38	1	
Yarmouth Seminary.....	28	9	1		28	14	14	6	8			2	8	4										
Halifax Grammar School.....	46				40																			
Ips'tn for Deaf and Dumb.....	14																							50
Mt. Allison Female Academy.....	26				12			14	5	10	3	10	28	8			3	9	6	15			6	70

## TABLE XVIII.—Continued.

## PICTOU ACADEMY.

The item \$315 under the head "From Rents, &c.," was paid from the Public School Fund of the Town to supplement the income from other sources.  
No fees are taken from pupils belonging to the County of Pictou.

A. H. MCKAY, B. A., *Principal*.

## DEAF AND DUMB INSTITUTION.

(a) Most of the Pupils are boarded and educated *free*. Last year only \$185 was received from Pupils.

(b) For a brief account of the method and course of instruction, peculiar to Deaf Mutes, see remarks appended to Table R—Education Report for 1868.

(c) Including \$1000 extra grant for Building Fund. Besides this, the New Brunswick Government contributed \$1000, and P. E. Island \$500 for support of pupils.

(d) This includes the salaries of Secretary and Matron, Servant's Wages, Board of Pupils, Fuel, Gas, and all other household expenses.

J. SCOTT HUTTON, M. A., *Principal*.

## MOUNT ALLISON MALE ACADEMY.

(a) During the year an elegant Academic Hall, 60 feet x 35, was erected. The two lower stories provide suites of commodious class rooms, and the upper, a needed increase of dormitory accommodations. The cost of this building (nearly \$6000) having been specially provided for, is not included in the item for Expenditure on Buildings.

DAVID ALLISON, LL.D.,  
per DAVID KENNEDY, A. M., *Principals*.

## MOUNT ALLISON FEMALE ACADEMY.

(a) Students in the Mental, Moral, Physical and Political Sciences, and in higher Mathematics, attend the classes and lectures of the College Professors.

(b) Beside the apparatus included in the report, eleven pianofortes, valued at \$4000, have been in constant use for music, instruction and practice.

(c) A wing 25 x 50 feet and four stories high was added to the main building during the year. A Mansard story was also placed upon the whole building. The expenditure for these erections explains the difference between the total income and the total Expenditure.

JAMES R. INCH, A. M., *Principal*.

## DALHOUSIE COLLEGE.—TABLE 19.

The Treasurer's acct. is made up January 1, 1876, to 31st December, 1876. U  
The College Staff comprises six Professors and a Tutor of Modern Languages. Of this number only three Professors and the Tutor of Modern Languages are paid out of the College Funds. The other three Professors are paid by the Presbyterian Body.

GEO. THOMSON,  
*Treasurer to the Governors Dalhousie College.*





**TABLE XX.**  
**PROVINCIAL NORMAL AND MODEL SCHOOLS, TRURO.**

SCHOOL	No. of Teachers.		STUDENTS.						GOVERNMENT GRANT.						EXPENDITURE.					
	1876	1875	No. attended Full Session.	No. attended part of Session.	Total	Average Time of Attendance weeks.	No. granted License.	Salaries of Teachers.	Contingencies, Books, Fuel, &c.	Repairs of Buildings.	Insurance.	Other Expenses.	Total.	Salaries of Teachers.	Government Grant.	Expense of Buildings, Repairs and Improvements during the year.	Insurance.	Cost of Fuel.	Total Expenditure.	
NORMAL SCHOOL	4	4	23	68	112	20	73	\$2,600.00	\$400.00	...	64 00	...	\$420 00	\$2,900.00	\$800 00	\$78.47	...	\$80.50	\$4,304.97	
MODEL SCHOOL	9	10	512	630	653	449	700	\$3,650.00	800 00	800 00	...	...	\$36.00	\$4,200.00	800 00	10,000.00	...	110.00	13,900.00	

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TEACHERS' YEARLY EXAMINATIONS.

V

**TABLE XXI.**  
PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION.

	No. Candidates examined for Grades.					Total No. Examined.	No. Candidates granted License of Grades.					No. received License.	No. Failed.
	A	B	C	D	E		A	B	C	D	E		
Amherst.....			28	48	7	81			7	8	22	37	44
Antigonish.....	14	35	32	11	92	92	8	10	11	7	36	56	
Aricat.....		6	16	7	29	29		2	2	3	7	22	
Baddeck.....	3	28	23	7	61	61	1	1	11	6	19	42	
Barrington.....	1	9	14	10	34	34	1	1	3	15	20	14	
Bridgetown.....	15	66	31	2	114	114	10	29	23	15	77	37	
Clare.....	2	7	9	10	27	27		3	3	6	12	15	
Digby.....	1	2	16	9	27	27		2	5	4	11	23	
Guysboro.....	1	2	5	22	30	30	1	6	1	11	19	23	
Halifax.....	3	15	75	55	164	164	3	10	34	20	36	103	
St. Mary's, (Halifax).....	6				6	6						6	0
Liverpool.....	1	3	25	29	58	58	1	3	15	14	18	46	10
Lunenburg.....	1		13	41	55	55	1		6	7	23	37	33
Margaree Forks.....	6	47	18	8	79	79		5	22	8	35	44	
New Glasgow.....	2	12	31	37	82	82	1	5	8	15	20	49	42
Normal School.....	24	81	5		110	110							
Pictou.....	3	7	18	34	62	62	3	11	59	30	4	104	6
Port Hood.....	8	55	47	2	112	112	3	4	13	8	11	39	29
Shelburne.....	1	3	12	12	28	28	1	7	12	25	17	61	51
Sherbrooke.....	3	7	7	1	18	18	1	1	4	4	5	11	17
Sydney.....	13	35	20		68	68		2	4	4	2	19	6
Tatamagouche.....	2		7	37	46	46		8	13	16	5	42	26
Truro.....	3	4	41	64	112	112	3	1	8	15	26	37	48
Windsor.....	1		18	13	32	32		1	16	25	28	73	48
Wolfville.....	3	56	51	2	112	112	3	7	4	9	20	17	24
Yarmouth.....	3	12	21	9	45	45		1	6	4	10	21	24
Total 1876.....	17	146	722	692	184	1761	16	82	276	209	318	991	770
" 1875.....	11	99	604	540	148	1402	6	55	198	188	213	658	744
	6	47	118	152	36	359	10	27	80	111	105	335	26

1876..... 10  
1875..... 9  
\$4,200.00 \$78.47  
\$80.50 \$10,000.00  
\$36.00  
\$800.00  
\$110.00  
\$3,850.00  
700  
440  
653  
330  
512

### TABLE XXII.

#### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1876.

Common Schools .....	\$134,880	13
County Academies .....	6510	00
Teachers' Bonus .....	5046	35
Inspectors' Salaries .....	13,100	57
" Stationery, &c .....	660	00
Examination of Teachers .....	2572	77
Printing, including Journal of Education .....	1978	45
Travelling Expenses Pupil Teachers Normal School .....	482	00
Office Expenses, Registers, &c .....	1572	80
Special Aid to Poor Sections .....	127	80
Normal and Model Schools .....	5009	00
Colleges .....	10,550	00
Special Academies .....	5650	00
Salaries Office .....	2698	00
Interest for 1875 .....	\$2134	80
Interest for 1876 .....	1688	82
Total 1876 .....	\$194,605	55
" 1875 .....	185,565	16
Increase .....	\$	9040 39



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PART III.

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APPENDICES.

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5

## APPENDIX A.

### REPORT OF THE NORMAL AND MODEL SCHOOLS.

REV. A. S. HUNT, M. A.

*Sir*,—Last year was in some respects the most prosperous in the history of the Normal School. Never before had we so large an attendance. The number actually enrolled was *one hundred and forty-five*; six of these, however, remained but a few days, hence I have not placed their names in the list. The average attendance per scholar was *twenty-one* weeks, which is the highest yet reached.

As the result of examination for license, *eleven* received Grade B; *fifty-eight* Grade C; *thirty* Grade D; *four* Grade E; and *six* failed to take any license. Most of the remaining *thirty* left the Institution at the end of April and were probably examined for license in their own counties.

*Sixty-one* students were awarded Normal School Diplomas, *ten* receiving Grade "Superior," *twenty-eight* Grade "Good," and *twenty-three* Grade "Fair." A large number failed to make the required attendance.

The Governor-General's prize medals were awarded to Miss Ellen Bailly, of Lunenburg, and Miss Margaret Newcomb, of Cornwallis.

In the Model Schools, including the "Willow Street School," which really forms part of the Institution, we have had ten departments in operation. In the Model School Proper, there were eight departments, each forming a distinct grade. This Institution is now in excellent condition and is a most important adjunct to the Normal School, presenting both in respect to organization and class work, an exemplification of the principles which it inculcates, and affording an arena for practical training in the art of teaching.

I must repeat my suggestions made two years ago, and urged privately on different occasions, respecting the Normal School Diploma. For several reasons it is desirable that the Diploma should be distinct from the Provincial License. Many students who are entitled to a Diploma are not examined for License at the end of the Session. Some who receive the License and Diploma combined, subsequently take a higher grade of License. Again, it sometimes occurs that the Grade of Diploma is not filled in at the Education Office. In such case the holder, if so disposed, could fill the blank with the grade most acceptable to himself. By separating the two certificates, much troublesome and needless correspondence would be avoided.

For some time the conviction has gained strength with me, that students for the Normal School should be received only at the beginning of the Session

in November. Under present arrangements a large number come in after the Christmas Holidays. These are unable to join the classes formed at the beginning of the Session, either to the satisfaction of the teachers or to their own profit.

It affords me much pleasure to refer to the action of the Government and Legislature in making provision for the erection of a new Normal School Building. The proposed building promises to be a fine structure, well adapted to the purpose for which it is designed, and creditable to those who have been instrumental in its erection.

I have the honor to be, Sir,

Yours Obediently,

J. B. CALKIN.

Normal School, Truro, Dec. 21, 1876.

NORMAL SCHOOL.

NAMES OF STUDENTS, &c.

NAME.	COUNTY.	Normal School Diploma.	Provincial License.
Henry Slocomb .....	Annapolis	Good 64	D.
Abner J. McKenne .....	Kings	Fair 47	B.
Thomas Croaker .....	Annapolis	" 43	B.
William A. DeWolfe .....	Hants	Good 62	C.
Oliver Cogswell .....	Kings	Not classed	Not exam'd.
Henry King .....	Colchester	Good 65	—
Crawford Linton .....	"	" 50	C.
Robert Kennedy .....	Guysborough	Not classed	Not exam'd.
Willard V. Bogart .....	Annapolis	"	"
Libbie Blair .....	Colchester	"	"
Maggie F. Newcomb .....	Kings	Superior 83	B.
Maggie Barteaux .....	"	Good 73	C.
Lizzie Tupper .....	"	Fair 48	Not exam'd.
Janetta Lohnes .....	Lunenburg	Not classed	D.
Rosilla Cropley .....	Annapolis	"	Not exam'd.
Nellie Bailly .....	Lunenburg	Superior 84	B.
Mary Murray .....	Colchester	Fair 49	C.
A. Etta Berry .....	"	" 39	D.
Libbie Trotter .....	Antigonish	Superior 76	Not exam'd.
Agnes Miller .....	Colchester	" 87	B.
Augusta Wood .....	Cumberland	Good 56	Not exam'd.
Ella M. Palmer .....	Kings	" 68	C.
Laleah Palmer .....	"	" 62	C.
Ellen M. Loomer .....	Hants	Not classed	Not exam'd.
Jane Ryer .....	Shelburne	"	C.
Mary J. Burris .....	Colchester	"	C.
Julia J. Pineo .....	Kings	Good 51	D.
Luther Fields .....	Colchester	" 72	B.
Samuel M. Deller .....	Halifax	" 53	D.
Eliza Mahon .....	Colchester	Superior 75	Not exam'd.
Olive Fox .....	Shelburne	" 81	"
Edgar Magee .....	Annapolis	Dismissed	"
Kate Little .....	Colchester	Superior 77	"
Amos P. Rushton .....	Cumberland	Good 64	D.
Annie S. Barnes .....	"	Not classed	Not exam'd.
Bessie Crowe .....	Colchester	Fair 37	C.
Nettie Hynds .....	"	Not classed	—
Mary C. Hynds .....	"	"	C.
Ella Glendenning .....	Cumberland	"	C.
Emily Cook .....	Halifax	Good 50	C.
Amelia Blair .....	Colchester	Fair 49	C.

## NORMAL SCHOOL — Continued.

NAME.	COUNTY.	Normal School Diploma.	Provincial License.
Mary J. McLeod.....	Colchester	Good 51	C.
Sarah Archibald.....	Halifax	" 51	C.
Annie Mason.....	Hants	" 50	C.
Libbie Rutherford.....	Colchester	" 52	C.
Maria Countaway.....	Lunenburg	Not classed	Not exam'd.
Emma Hislop.....	Colchester	Fair 43	D.
C. Ada Blanchard.....	"	Good 54	—
Minnie Brown.....	"	" 53	C.
Bessie DeWolfe.....	Hants	" 61	C.
Rachel DeWolfe.....	"	" 59	C.
Agnes Hennessy.....	Colchester	Fair 32	D.
Janet McDermid.....	Antigonish	" 41	—
Mary M. Brown.....	Halifax	" 41	C.
Susan Cutten.....	Colchester	" 44	E.
Hannah J. Blackmore.....	"	Good 51	C.
Jessie Malcom.....	"	Fair 41	D.
Lucy J. Morrell.....	"	" 31	D.
Christina Fulton.....	"	Good 63	C.
Elzina Fletcher.....	"	Fair 37	D.
Susan Skinner.....	"	Good 57	Not exam'd.
Maggie E. Dunlap.....	"	Fair 41	"
Maggie Hennessy.....	"	" 39	E.
Martha Kent.....	"	Not classed	Not exam'd.
Mary J. Clark.....	"	Fair 31	"
Susan E. Cohoon.....	Guysborough	Superior 78	"
Emma Currie.....	Halifax	Not classed	"
John M. Gourley.....	Colchester	"	"
Kate Yorston.....	New Brunswick	Good 58	C.
Maria Sangster.....	Hants	Not classed	Not exam'd.
Amanda E. Edgett.....	Annapolis	Fair 48	D.
Fatime Crowe.....	Colchester	Not classed	D.
Hester A. Sproul.....	Cumberland	Good 55	D.
Esther Cox.....	Colchester	Fair 42	C.
Eliza Archibald.....	"	Not classed	Not exam'd.
Olivia Leake.....	Cumberland	Good 58	C.
Annie Stanford.....	Lunenburg	" 59	C.
Anna Harvey.....	Hants	Not classed	Not exam'd.
John H. Putnam.....	Colchester	Fair 48	C.
Amelia Miller.....	Pictou	Not classed	Not exam'd.
Ada A. Travis.....	Cumberland	Fair 47	C.
Brenton C. Munroe.....	Kings	" 43	C.
Minnie McLean.....	Pictou	Superior 75	C.
Maggie J. Ross.....	Cumberland	Not classed	C.
Lucy H. Eaton.....	Hants	"	D.
Emma Lewis.....	Colchester	"	Not exam'd.
Lillie Freeman.....	Cumberland	"	C.
Cyrena North.....	Kings	"	C.
Seffie L. Hall.....	"	"	D.
Annie J. McDonald.....	Colchester	"	D.

NORMAL SCHOOL — Continued.

NAME.	COUNTY.	Normal School Diploma.	Provincial License.
Kate McLeod.....	Colchester	Not classed	C.
Mary M. McDonald.....	"	"	D.
Annie K. Beach.....	Kings	"	D.
Hanna L. Brown.....	"	"	Not exam'd.
Franklin D. Beach.....	"	"	C.
Rebecca Leck.....	Halifax	"	C.
Bertha Cameron.....	Cumberland	"	C.
Susan Somerville.....	Kings	"	C.
Emma Nesbit.....	"	"	C.
Ida Parker.....	"	"	D.
Cassie McKenzie.....	Pictou	"	C.
Rosanna Thompson.....	Colchester	"	E.
Adelia Crowe.....	Hants	"	D.
Maria Phelan.....	"	"	D.
John T. Dimock.....	"	"	C.
James W. Reid.....	Halifax	"	C.
Alexander T McDonald.....	Colchester	"	C.
Sophie McGregor.....	Annapolis	"	C.
Anna J. Fox.....	Halifax	"	C.
Lavinia Miller.....	Colchester	"	—
Kate Upham.....	"	"	D.
Jessie Smith.....	"	"	C.
Jane Weatherby.....	"	"	D.
Willard Griffin.....	Kings	"	B.
Lalia Clarke.....	Annapolis	"	E.
Minnie Challen.....	Kings	"	D.
Eva McBurnie.....	Colchester	"	D.
Edith Moore.....	"	"	C.
Edith E. Peppard.....	"	"	D.
Eleanora Browne.....	Kings	"	D.
Daniel McKay.....	Pictou	"	B.
Leonard Meek.....	Kings	"	B.
James R. Webster.....	"	"	B.
Raymond Banks.....	"	"	C.
Evans Ross.....	Pictou	"	C.
Hannah Swan.....	Colchester	Superior 75	C.
Amelia B. McKinnon.....	Cumberland	Not classed	C.
Lizzie McKinnon.....	"	"	C.
Hiram Elliott.....	Kings	"	B.
Thomas Stoddart.....	Halifax	"	D.
Elizabeth A. Wilson.....	"	"	C.
Lizzie Myers.....	Cumberland	"	C.
Christina E. McLean.....	Pictou	"	D.
Lizzie Moore.....	P. E. Island	"	Not exam'd.
Eliza Stumbles.....	"	"	"
James M. Murphy.....	Inverness	"	C.
Augusta Pipes.....	Cumberland	"	C.
Ralph S. Eaton.....	Kings	"	C.
Harry Eaton.....	"	"	—

**TABLE.** -  
PROVINCIAL NORMAL AND MODEL SCHOOLS, TRURO.

	STUDENTS.					EXPENDITURE.						
	No. of Teachers.	No. attended full Session.	No. attended part of Session.	Total.	Average Time of Attendance, weeks.	No. granted License.	Salaries of Teachers.	Contingencies, Books, Fuel, &c.	Repairs of Buildings.	Insurance.	Other Expenses.	Total.
NORMAL SCHOOL.												
1876.....	4	39	100	139	20	52	\$3,900.00	\$400.00	...	...	...	...
1875.....	4	23	88	112	20	51	\$3,900.00	\$400.00	...	...	...	...
MODEL SCHOOL.												
1876.....	9	512	380	653	449	700	\$4,200.00	\$1,663.73	\$78.47	\$36.00	\$80.50	\$4,394.97
1875.....	10	512	380	653	449	700	\$3,850.00	...	\$10,000.00	...	110.00	13,960.00



## APPENDIX B.

REPORTS OF INSPECTORS' OF SCHOOLS OF THE  
DIFFERENT COUNTIES.

## ANNAPOLIS COUNTY.

L. S. MORSE, Inspector.

SIR,—

I hereby submit the following report on the state of the Public Schools in the County of Annapolis, for the year ended October 31st, A. D. 1876. I also forward herewith the Tables of Statistics and my Notes of Inspection for the period named, which may be considered a Supplement to this report, and to which I refer for minute information concerning the work of the year.

The number of Sections in the County has been increased to *one hundred and two* during the year by the formation of *two* new Sections in the District of Annapolis East, out of Sections previously established. *Thirty-seven* Sections have been adjudged worthy of receiving extra aid as "Poor Sections." *Seven* Sections only, five of which are "Poor Sections," have been without schools during the year. *Four* Sections have never availed themselves of the benefits to be derived from the present system of education, of which number *three* are now taking the necessary steps to enable them to comply with the law.

In the matter of *School Accommodation* very little can be said in addition to what has been embodied in my former reports. Owing no doubt to the scarcity of money, but little improvement has been made in this particular during the year. In a large majority of the sections the accommodation is sufficient to meet the requirements of the law. In those cases in which the number of seats and desks provided is not large enough to satisfy the strict demands of the Statute, the accommodation is nevertheless sufficient for the number of pupils daily present at school.

The *Furniture* in most school-rooms consists of wooden desks and seats of the ordinary kind. In *five* school-rooms only are patent desks used. The supply of *Apparatus* is also quite limited, and consists in most instances of black-board and maps. For more minute information on this point I refer you to the Tables of Statistics and Notes of Inspection for the year. It would be conducive to the interests of education, if each section were compelled to keep its school-room furnished with an adequate supply of proper apparatus. There is great indifference manifested in this respect in many sections.

The number, grade and sex of teachers employed during the year are as shown by the following table:—

Grade.	A.	B.	C.	D.	E.	Male.	Female.	Total.
Winter Term.....	1	22	35	26	11	47	48	95
Summer Term.....	1	16	40	30	20	37	70	107

Six assistants were also employed during the Winter Term, and eight during the Summer Term. My former reports on this subject are applicable to the present occasion. I am pleased, however, to be able to show an increase in the number of male teachers employed over that reported in 1875. This class of teachers, generally speaking, under the present condition of affairs, makes the profession of teaching a stepping-stone to other more permanent and more profitable situations. But few make teaching a life-work. Those who do so become the most successful teachers.

The grade of license held by the teachers employed during the year, has, in most instances been well sustained. Inexperience and want of tact has interfered with the success of some. Owing to the scarcity of regularly licensed teachers, it has been found necessary in a few instances to recommend the granting of "permissive licenses." The persons who have been licensed in this manner have succeeded quite well. The large number who have obtained licenses at the Examination in July last, will cause the supply to equal the demand, and thus obviate the necessity of granting "permissive licenses" for some time to come.

The amount paid to teachers during the year, inclusive of Government Grant and Bonus, was about \$23,073.00. This would give to each teacher employed an average sum of \$243.37 only.

Observation has convinced me that teachers who have received a Normal School training are more successful as a rule, than those who have never attended an institution of that character. This County, however, can furnish some teachers, who not having received such a training, are nevertheless very successful in the school-room, and an honor to the profession. Such persons have an inherent tact for imparting instruction and will be successful under any circumstances.

A slight improvement in the attendance of pupils can be reported. The per centage of enrolled pupils daily present for time in session was 59.4 for the Winter Term, and 58.9 for the Summer Term. The proportion of the population of the County at school during some portion of the year was 1 in 3.6, which is the same as reported last year. The number of children between five and fifteen years of age reported *not at school* in sections having schools, was 655 during the Winter Term, and 669 during the Summer Term. The small per centage of pupils daily present at school, together with the large numbers reported *not at school* in sections having schools, is indicative of great indifference and carelessness on the part of parents.

During the year I have made *one hundred and ninety-six* official visits to the schools. This work has occupied a considerable portion of my time and has caused an amount of travel equal to *one thousand eight hundred and fifty miles*. The results of this official visitation you will find embodied in the Notes of Inspection for the year.

It is gratifying to be able to report an improvement in the County Academy at Annapolis: The rate-payers of that Section have at last begun to appreciate the benefits thrust upon them by the Legislature. The School House has been enlarged and improved. The room appropriated to the Academic Department has been furnished with patent desks and now presents a neat, cheerful and creditable appearance. Mr. Samuel C. Shafner, a grade A teacher, has had charge of this institution during the year. The energy and tact which he has displayed, and the success which has crowned his labors, deserve special mention. The attendance has been better than formerly reported, but not so great as it should be. A few non-residents of the section have availed themselves of the benefits of Mr. Shafner's tuition. It is very doubtful, however, if the advantages conferred upon the County at large are commensurate with the large outlay of public money granted to this institution. The influence exerted by the Academy is more strictly local than public and general.

The amendments which have been made in the law during the last two sessions of the Legislature, are proving and will continue to prove beneficial to the interests of education, especially in the outlying districts of the County. I would again suggest the propriety of making other amendments to the law such as have been mentioned in former reports.

In conclusion I must express the conviction that the past year has been one of educational prosperity. The unprecedentedly large number of schools in operation affords cause for encouragement.

Respectfully submitted,

L. S. MORSE.

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

### COLCHESTER COUNTY.

D. H. SMITH, Inspector.

DEAR SIR,—

With my abstracts of Returns and Notes of Inspection, I now forward, for your consideration, my second annual report on the condition of schools in the County of Colchester, for the school year ended October 31st, 1876.

During this year three new sections, named New Boston, Little Bass River, and West St. Andrews, and numbered respectively 83, 84 and 85, have been formed, making in all in the County 115.

Of these, 8—New Boston, East River, F. I., Union, Beaver Meadow, Irwin, Upper Brookfield, West St. Andrews, and Springmont,—have had no school during any portion of the year. 15 Sections—Maccan Road, North River F. I., Lower Economy, Castlereagh, West Branch N. B., Kemptown, Upper Pleasant Valley, Lower Pleasant Valley, Alma, Forest Glen, Coldstream, Smithfield, St. Andrews, Hardwood Hill, and River John Road,—had no school during the winter term. 7 Sections,—Upper Chiganoise, De Bert River, North Mountain, Upper North River, Fort Ellis, Slade's and Rossville—have had no school during the summer term.

With regard to the sections having no school during any portion of the term, I may remark that, with the exception of Upper Brookfield, I hope to be able to report more favorably in the future. East River, F. I., has now completed its school house—a house that presents a most creditable appearance, and reflects great honor upon the energy and enterprise displayed in providing such commodious and well equipped apartments, for the education of children of the section—and will have a school in operation during the present coming term. New Boston, Little Bass River, Beaver Meadow, West St. Andrews, Union and Irwin, are making every preparation to secure school advantages, and will, in all probability, have school open some portion of the next year. This is most gratifying, as these sections are weak and struggling, and require no little exertion and sacrifice on the part of the rate-payers to maintain a school.

Were there half as much interest or anxiety evinced in the education and welfare of their children, among people in those sections having school only part of the year, I should not have the painful task of reporting such a long catalogue of schools vacant either in the summer or winter term. It is cer-

tainly too bad that in sections like North River, F. I., Lower Economy, Hardwood Hill and DeBert River, school should be maintained only six months of the year. In North River, F. I., the number of registered pupils in attendance upon school this summer was 69—64 being from 5 to 15 years of age, and 5 over the age of 15. In Lower Economy the number registered was 48—44 from 5 to 15, while the whole number in the section is 53. In Hardwood Hill 64—62 from 5 to 15; and in DeBert River 62—56 from 5 to 15. Besides, in each of these sections, we find quite a large number from the age of 5 to 15 who did not attend school at all. Now, with such an array of numbers before us as these, it would appear that the educational advantages so generously conferred upon us by law, are excessively underrated by the people in those localities. Certainly the Trustees, in these cases, are culpable, and, by their neglect of duty, render themselves liable to the infliction of the severest penalty the law imposes. By their action, these children are allowed to grow up in ignorance, unfit to discharge, with success and honor, those duties demanded of them, by society and the country, when they become responsible citizens of the land. No satisfactory reason can be assigned, why such a course should be pursued with regard to the schools, in these sections. True, in DeBert River, a new school house has lately been erected and may yet be somewhat involved in debt, but the section is large and comparatively wealthy, and this should offer no objection. I do sincerely trust that in the future, these as well as others similarly situated, will display a more intense interest in the welfare of their children and see that school is maintained during the whole year.

The number of schools in operation during the winter term was 106, registering 5149 pupils; while in summer it was 117, with 5756 registered pupils. The number of registered pupils is somewhat smaller, compared with that of last year; but the number present some portions of this year is larger than what it was last, giving 1 in every 3.5 of the population, while in 1875 it was 1 in 3.7.

The number of teachers employed during the year is as follows:—

WINTER.						
	A.	B.	C.	D.	E.	
Male.....	1	13	17	13	0 = 44	} 110
Female.....	0	1	46	24	5 = 76	
SUMMER.						
	A.	B.	C.	D.	E.	
Male.....	1	10	13	2	0 = 26	} 119
Female.....	0	2	50	31	10 = 93	

We thus see that a very large proportion of our teachers are ladies. Especially is this the case with regard to the Summer term,—of the 199 teachers employed 93 were female. In Winter, the proportion is not so great. Male teachers are more sought after in Winter, in consequence of the attendance of larger scholars, whose employment prevents them from attending during Summer; hence the smaller proportion of females. I know that it is generally supposed that female teachers are not fitted to maintain proper government in the school-room, when attended by such a class of scholars. This, however, is not always the case. Some of our best regulated schools, containing scholars advanced in years, are taught by ladies. The peculiar tact which they display and the thorough knowledge they possess of their work, place them upon such high vantage ground, that they do not appear to have the least difficulty in securing proper discipline. It would thus seem that in time our whole work

of instruction is to be entrusted to the care of female teachers. And there is no reason why it should not be. Woman possesses a refining, subduing influence that men do not always exert. While this is brought to bear upon the scholars in the school-room, it produces a telling effect to her advantage. And since the Government has removed every restriction from her gaining the highest grade, there is now an opportunity for her to assume charge of the most prominent positions in our schools. Such of those as have acquired Grade B license, are meeting with the most encouraging success. And it is to be hoped that those of them who have given such satisfactory results in their work, teaching under lower grades, may at once fit themselves to undergo the required examination and secure higher licenses.

But while I so speak respecting the work of the female portion of our teachers, I do not for a moment wish to be understood that I place a higher value upon their services, than upon those of the male. This is not the case. While many of our females are doing a creditable work, our male teachers are doing a service not less so. This fact must be patent to every one who looks at the efficient condition of our graded schools in Truro, Great Village, Upper Steviacke, Tatamagouche, and Folly Village. Indeed, I must congratulate the head teachers of these for the admirable exhibition their respective schools made on the day of my visit of inspection; also that made by Mr. Dimock's and Mr. Little's departments, in the Model Schools, on the day of the closing examination. These are gentlemen of fine scholarship,—long experience in educational work, and have succeeded in bringing their schools to a very high degree of efficiency. And it is to be hoped that those in the country, who desire to prosecute their studies to a greater length than they have the means to do in their own section, will avail themselves of the great facilities offered here. I feel, that if they should do so, they will not be disappointed. Indeed the whole school is now under the management of such an accomplished and experienced staff of teachers, that the results cannot but be the most satisfactory.

But while speaking of results, I am only too sorry, that I am not able to speak as favorably of our miscellaneous schools, as of our graded. We have, of course, many teachers who are doing all that can be expected of them. But there are many who have made an egregious mistake in assuming the ferule, and entering the school room. They know their attainments are such as do not warrant them to undertake the work demanded of them. Yet, with consciousness of this, what appears to be so astounding, is that they do not make any attempt, after school hours, by application to study, to prepare themselves for their work. The text book takes their place, does what it can, and the consequence is that the pupils become mere automatons. Like a lot of parrots, they will give answers to questions when put in the exact words in which they have been accustomed to hear them asked, but when in other terms they are like a ship's crew adrift at sea—they do not know where they are. I regret very much indeed that so many of our teachers allow themselves to fall into this method of doing their work. By pursuing such a course the great end of education is almost wholly defeated, and the time spent by the scholars proves of little avail. The understanding fails to grasp the ideas, the reasoning facilities are not awakened to activity, and the consequence is that there is no mental development and no progress made in education.

Fair progress, indeed, has been made; but it is not as satisfactory as we would like. Perhaps this is due, not merely to the want of proper attainments on the part of the teacher, and his or her inaptitude to impart instruction, but as well to the custom of changing the teachers at the expiration of every term, so prevalent in many of our country sections. It matters little how successful the present teacher may be, yet that teacher must be dismissed or allowed for the sake of an increase of a few dollars to the salary, to accept of a situa-

tion in the neighboring section. The number of teachers, employed last winter in the same section, as during the previous time, was only 36, while last summer it was 62. This is more encouraging. The number removed to new sections for the winter term was 55, and for the summer 47, while the number of new teachers for the corresponding terms was respectively 18 and 11. Surely, when such a course is adopted, it is impossible for the scholars to make that progress they otherwise would do had the services of their former teachers been continued. The newly employed teacher requires to spend so much time in review to discover the several attainments of the scholars, with a view to classification, and then a review is to be made in preparation for the closing examination, so that we see much of the time is consumed in performing work other than that which is new and fresh to the children. Whereas if the previous teacher had been continued, a great portion of such could have been avoided, and more time devoted to the advancement of the pupils in their respective spheres of labor.

Still further, we cannot look for progress in our schools when there exists so much irregularity of attendance. Although it is great, yet I am pleased to be able to report a decided improvement upon last year. The number daily present on an average for the time in session per 100 registered pupils for the winter of 1875, was 50.5; in the corresponding term of 1876 it was 54.3. The number daily present on an average for the full term, per 100 registered pupils, was, in the winter of 1875, 45.4; while in the winter of 1876 it reached 51.4. In the summer term, the result is still more encouraging. In 1875 the number daily present on an average for the time the schools were in session was 51.5; while in the summer term of this year it rose to 57.06. These results indicate a greater interest manifested in our schools than formerly, and were it not for a number of sections in the Stirling District our average would be much larger than what it is. In No. 16 section, Stirling District, I found at school on the day of my visit of inspection, a mild day in March, 6 scholars present. I, moreover, learned from the register that the teacher had been teaching a number of days with only 3 and 4 present, and several days with even 1 in attendance. This, of course, is the minimum attendance, but I could mention other schools which, in this respect, had been almost equally demoralized. In the summer term, perhaps, this state of matters might, to a considerable degree, be remedied by allowing the Trustees to prescribe the time of holidays. I know that in certain parts of the county they take place at a very inappropriate season. Children, who could attend then, are required to remain at home, when the school is in operation, to assist, it may be, in securing the harvest or fall crop, and are consequently, for that time, deprived of its advantages. Were the time of the holidays differently arranged and placed at the disposal of the Trustees, such might be avoided and a more regular attendance secured. Such an arrangement, I think, would meet with the approval of the teachers generally and maintain the schools throughout the year in a more efficient condition. It is to be hoped that some such change may soon be effected, for in a county like this there should be a much higher attendance. So long as so much irregularity prevails, it is impossible to expect results adequate to the amounts expended for educational purposes. We look in vain for progress, and feel inclined to ask how it is, that the trustees and people, who contribute so largely for the support of these schools, can think of deriving from the services of their teachers any benefit for their children, when sufficient interest is not evinced to see that they attend with any degree of regularity. What paltry excuses are allowed to retain them at home? How often are the inclinations of the child consulted and considered paramount to every other interest?

If a deep class of persons should exhibit a deep concern in the interests of the school, that class should be the Trustees. Instead of this being the case,

however, we frequently find the opposite to be true. In too many instances, with shame be it told, they are appointed for the express purpose of retarding the interests of the school. A trustee attended the last annual school meeting of his section, succeeded in passing a vote for the assessment of a paltry sum for the support of a school during the summer term, and exerted his influence to vote it down for the winter. Not satisfied with this, but exulting over his apparent triumph, he snapped his fingers at those who showed an anxiety to have school during the whole year, and said that so far as he was concerned he could avail himself of the privileges of the school in the adjoining section. But that trustee was ignorant. When he snapped his fingers he did not seem to know he was about to the full length of his tether. That most judicious provision, lately made in the law, leaving such a privilege to be conferred to the recommendation of the Inspector, interfered and debarred him from the enjoyment of the advantages of the neighboring section. We had him; he could not get over the fence, and the consequence was a school was immediately put into operation. Although such a spirit as evinced by this trustee is not very frequently exhibited by the majority, throughout this county, yet I am sorry to state that indications of it are too often manifested. If a school is kept in operation they place over it a teacher of the lowest grade whose services have been employed at the lowest salary possible. They seldom if ever visit the school. They do not give the teachers that encouragement and co-operation so anxiously desired. Hence arise among the people much dissatisfaction and fault-finding with the teachers. Indeed it is generally the case that wherever we find the trustees active in the discharge of their duties and wide-awake to the interests of the school, there we find the most successful and satisfactory schools. The teacher's hands are sustained in his or her work, the school-house is kept in constant repair, and the apparatus is never found wanting.

With regard to the apparatus furnished by the majority of our schools, I may say that it is entirely too inadequate to serve their wants. Most of our school houses possess maps of the Eastern and Western Hemispheres, a map of Nova Scotia and a quantity of blackboard surface. The maps forwarded by the Government I have been distributing among those schools most in need, and find they are performing a service in these long required. The blackboard surface, in many of the schools, stands in need of immediate repairs, and in its present condition utterly fails to fulfil the purposes for which it was designed. Even when we find the blackboard surface in good repair and all that might be desired, it is no uncommon thing to discover that the Trustees neglect to provide chalk. This is quite a cheap article and it is to be hoped that the Secretaries of the several Boards of Trustees will in future not fail to supply such an indispensable requisite. Without it is impossible for work to go on satisfactorily. The blackboard is required to be used in the recitation of every lesson, and when this is not done the recitation is not made effectively. The average number of square feet of blackboard surface in the County is 64. The number of Ball Frames reported is only 63,—24 Globes, 25 Clocks, 95 Hand Bells, 3 Thermometers, 35 English Dictionaries for teachers desk, 2 Biographical Dictionaries, and 3 Gazetteers. Several of the sections have been indeed so dilatory in providing such apparatus as is indispensable to the performance of the work of school successfully, that, upon my report, the Board has authorized me to retain an amount of the County grant sufficient to furnish such. This, no doubt, will have a salutary effect upon other sections similarly situated, and their schools will consequently be better able to exhibit a more satisfactory and efficient work than they have hitherto done.

The work done in the schools, upon the whole, has during the past year been quite satisfactory. But we cannot look for very satisfactory results from the schools in those sections having from 80 to 100 children from 5 to

15 years of age, presided over by a single teacher, who is required to do the whole work of instruction. This is the case with the following sections:—Murphy's, River Jno. Road, Portauisque, and East River, F. I. Each of these sections should have a school house with two departments, under the supervision of two efficient teachers. Of course it is to their pecuniary advantage to continue as they are. By the employment of one teacher the County grants are generally such as will relieve them almost entirely from any sectional assessment. This is helping themselves one way, but it is not fulfilling the intention of the law or securing for their children that mental training the country now demands of them. True the Portauisque and East River Sections have school houses with two departments, but they have what the Trustees call an unlicensed assistant. But they are no assistants—they are teachers without licenses. They keep a separate register and conduct their work apart from the principal school. Their pupils never come under the supervision of the teachers. Such must be the case, if an assistant is to be employed. The Trustees, therefore, cannot properly obtain an allowance of the County grant otherwise due, for the attendance of the scholars under their tuition. The Council of Public Instruction should not tolerate such practice. An enactment should at once be made prohibiting sections having the number of children that the above mentioned have from 5 to 15 years of age, from receiving a County grant for an average attendance over 36, unless they have in employment a licensed assistant or two teachers. When a single teacher undertakes the work required in the school in such sections, that teacher, in attempting to discharge successfully the duties demanded, either seriously impairs his or her health, or the school becomes a complete failure.

The principal work to which the teachers in the country school are required to devote most of their attention, is that of reading and arithmetic. Writing, of course, assumes a prominent part, but it appears to me not so much so as the others. Perhaps this is the reason why there is so much indifferent penmanship observed among our scholars. They do not have the practice which makes perfect. But if they do not have it in writing, they do in reading; yet they have not reached that degree of proficiency which we might term "perfect,"—far from it. During my visits of inspection this Summer, I have been particular in examining our teachers giving lessons to the younger scholars just commencing to read. I think I have discovered why we have so much bad reading in our schools. In fact I cannot very well see, from the manner in which instruction is given, how it could be otherwise. It is with those just beginning that our teachers make the grand mistake in teaching reading. I know it requires much time but it will be time profitably spent. When once they have commenced right the work is half done. No series of books can do this for the teacher. The black-board, under his or her strict supervision, will do more than the text book. And when once the child has acquired an idea of expression, by little care on the part of the teachers, it will, when advanced to the Third or Fourth Reader, render its lessons as natural as if it was speaking its own sentiments. If the black-board was, moreover, more generally used in teaching arithmetic—in explaining and illustrating its several principles—I believe more satisfactory results would be reached in this department of study. Besides I am convinced that many of our teachers commit a great mistake in allowing their scholars to take up the study of the higher branches, before they are thoroughly grounded in the more elementary parts. I often think that many of our teachers have actually realized the very acme of their ambition, when they are able to state to the Inspector that they have so many in algebra, so many in geometry and so many in practical mathematics. I am, of course, always pleased to see scholars thus far advanced, but when they do not thoroughly understand the principles of arithmetic over which they have gone, I cannot but think that the study of them is very often a great loss of time. Geometry and



algebra are now becoming quite a common study. During the Winter term 340 were working algebra and 235 studying geometry; in the Summer 354 algebra, and 199 geometry. Grammar, geography and history, though more extensively than formerly, are not studied to such a degree as is to be desired. Occasionally we find parties who persist in opposing their study. A trustee last Summer sent express orders to the teacher of his school, commanding her not to teach any such branches. But I hope that day is now passing when teachers shall receive orders with such commands as these. 1963 studied grammar orally, and 1612 the text book. In the Winter term there were studying geography, orally, 2968; of Nova Scotia, 1411; general, 1589; in the Summer, orally, 3499; Nova Scotia, 1018; general, 1458. In the Winter term 815 were engaged in the study of British American History, and 1150 British History. In Summer 1002 British American, and 848 British.

The Books employed as Text Books are those prescribed by the Council of Public Instruction. They are now almost universally furnished by the scholars themselves. I have received of Messrs. A. & W. Mackinlay copies of the Royal Series of Readers and Wall Cards, which I have slightly examined and found to be works of excellent merit. The plan pursued in the presentation of the matter is superior, while the scope of the subjects treated is very comprehensive. The selections are choice and varied, and cannot fail to create in the child an absorbing interest in the lesson. Besides, the numerous illustrations, which fill their pages, must necessarily be an inestimable assistance to the scholar, in grasping the sentiments of the writer, and in forming a clear conception of the question under discussion. But the most pleasing feature I think in the whole series, are the Wall Cards for beginners. These are calculated to supply a desideratum long felt in our country schools, and their introduction must be a source of great satisfaction to our teachers. The Collins' Series of Readers I have not yet had the opportunity of seeing, and cannot therefore speak of their merits. The Royal Series, however, I would be pleased to see at once introduced, although I have always been opposed to the change of the present Readers with a view to the improvement of our reading in the schools. If an improvement is to be made in this respect it must commence with the teachers—the text book cannot do it.

With regard to the school-houses in this County, I am pleased to be able to report so favorably. Many have been repaired, and many sections are making preparations for the erection of new ones. The houses in Lower Economy, Upper Economy, Lower Stewiacke East, Chiganoise, Shubenacadie, and some other sections, which, last year, were in such a dilapidated condition, have been completely renovated and now present a very respectable appearance. Pleasant Hills, Old Barns, Beaver Bank, De Bert, Acadia Mines, Forest Glen, Brookfield, Newton Mills, Hingley's Mills, Murphy's, Slade's, Lake Road, River John Road and Henderson's Sections all require new school-houses, and the Boards have authorized me to notify them, that such provision must be made in a very short time. New school-houses have been opened in Eastville, East River, F. L., West Branch, N. R., and East and West Pleasant Valley, Sections. New ones are in course of erection, in the following Sections: Cumberland Road North, New Boston, Little Bass River, and West St. Andrews.

In submitting my report I avail myself of this opportunity of expressing my thanks for the courtesy always shown by you in our official intercourse, and the kindness universally manifested by the people towards me while visiting the schools in their respective sections.

Most respectfully submitted,

D. H. SMITH.

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

## PICTOU COUNTY.

D. MACDONALD, Inspector.

SIR,—

I have the honor of presenting the following Report on the state of our Public Schools in the County of Pictou for the year 1876.

Were brevity the most essential element in a Report I might sum up the whole in the laconic expression, "It has been a year of marked prosperity." However, details must be presented to warrant the conclusion.

*Sections.*—No new sections have been organized. Of the 132 sections established, 6 had no school during any part of the year—three have allowed their schools to terminate from the want of children; the other three have not yet had schools. One of the latter, viz: No. 19, Black River, built a commodious house, and made all the necessary preparations to open a school on the first of May last. Diphtheria made its appearance in that, and in the adjoining section, (Plainfield), and it was deemed judicious not to open the school. The school in the other was closed for upwards of forty days; 14 young people, chiefly of school age, were carried off by the malady. Another has made provision for building; the remaining 4 will probably remain inoperative for some years.

No. 59, Upper Toney River, built a neat little house, and opened school on the 1st May. No. 60, Beech Hill, finished their house in good style, and had a school in operation during the whole year. Pictou and New Glasgow have each added another Primary Department, making four new schools opened during the year.

*New Houses.*—In addition to the two just mentioned, No. 50, Scotch Hill West, has finished a very commodious building, and occupied it since the middle of the Winter term. New Glasgow has completed a neat and substantial edifice on the west side of the river, designed for two departments. It is occupied by the new Primary School. Thus four houses have been completed and opened during the year.

*Houses in course of erection.*—There are three houses in course of completion, viz: in Section No. 28, Hardwood Hill, in the north district, and No. 20, Blue Mountains, and 69, Granton, in the south district.

*Out-houses and premises.*—Very creditable progress has been made in providing these almost indispensable appendages to school premises. Almost every section has a fuel-house, and nearly the half have the other buildings also. Very little has yet been done towards enclosing or improving the play-grounds. Section No. 25, Plainfield, merits special notice. There are but a few years since it was dropped from the list of poor sections. It has built one of the largest and best houses in the County—erected the required out-houses, and enclosed the play-ground (upward of  $\frac{3}{4}$  of an acre), with a neat picket fence, and gates large and small. It is also maintaining a very efficient school. It has set a noble example to many more extensive and wealthy stations.

There are yet two log-houses in the County; the one on Pictou Island will soon be superseded by a more modern and commodious building. Provision has been made for that purpose. The other in Section No. 51, Marsh at head of Barney's River, is a wretched hovel. We tolerate the using of it in the Summer season owing to the small, scattered and poor population.

*Schools in operation.*—There were 137 schools in operation in the Winter term, 63 in the North and 74 in the South District; and 153 during the Summer term, viz: 70 in the North and 83 in the South District, making a total of 290 during the year, being but one more than in the preceding year.

*Time in session.*—These were in session an aggregate of 31305 days, viz:—15534 during the Winter, and 15771 in the Summer term, being 727 days in advance of 1875.

*Pupils Registered.*—In Winter there were 6883 pupils enrolled, 2998 in the north and 3885 in the South; in Summer there were 7299, viz: 3158 in the north and 4241 in the south district (making a yearly total of 14282) being 36 more than in the year 1875. The total number of children at school for some portion of the year was 8483, being an increase of 103 over the previous year. According to the B Returns there are 8155, and according to the A Returns 7996 children between the ages of 5 and 15 years, a discrepancy of 487; the number between 5 and 15 that attended school in the Summer was 6932, leaving 1044 children of school age not at school at all. The number reported last year was 1590, hence there has been a gain of 456 during the year. In Winter there were only 22 pupils enrolled under 5 years, in summer there were 102; in Winter the number over 15 years was 814, in the Summer 365: in Winter there were 3817 boys and 3066 girls; in Summer 3788 boys and 3611 girls.

*Attendance.*—The grand total days attendance by all the pupils was in Winter was 413,467.5; in Summer 419,246, making a yearly aggregate of 831,713 days, shewing an excess of 69,732.5 days over that of 1875. The total days in 1875 exceeded that of 1874 by 12,240 days, and that of 1876 exceeds that of 1875 by 69,732½. The average attendance for the full term was 3776.9, and for the time in session 4085.7, being an increase of 471.9 and 401 respectively over the previous year. The No. daily present on an average for time in session per 100 enrolled, was in Winter 52.9, in Summer 55.2; No. daily present or an average for the full term per 100 registered, was in Winter 50, in Summer 51.05; being 4.1 and 3.3 respectively over that of 1875.

With one school more in operation, 36 more pupils registered, and 727 days more in session, we have an increase of 69,732 days attendance, with a proportionate increased average and per centage, is most encouraging to me officially, and should be gratifying to every friend of Education. If such progress as this continue, as I hope it will, the necessity of a Compulsory Attendance Law will be greatly diminished in this County at least.

*Teachers.*—During the Winter there were 142 licensed teachers and assistants employed, 4 were substitutes. The teachers of the evening schools were those of the day schools. In Summer there were 156 teachers and 2 assistants, 8 were substitutes. There was the same number in Winter as in the preceding year, but an increase of 8 in Summer.

WINTER TERM.

	A.	B.	C.	D.	E.	Total.
Males.....	1	26	17	13		57
Females.....		1	36	36	12	85
Total.....	1	27	53	49	12	142

## SUMMER TERM.

	A.	B.	C.	D.	E.	Total.
Males.....	2	30	16	10		58
Females.....		1	44	37	16	
“ Assistants.....			1		1	100
Total.....	2	31	61	47	17	158

In winter there were 57 males and 85 females; in summer 58 males and 100 females. This shows an increase of 16 males and an decrease of 8 females during the year; and an increase of 11 grade B, 6 grade C, and 6 grade E, with an decrease of 1 A, and 13 D.

In winter there were 13 young teachers, and in summer 9, and there were 36 others in winter and 30 in summer who had not taught in this County during the previous term. The majority of our teachers are young in years and in experience. Of those engaged in the winter term 36 had not been over 3 years in the service, and in summer there were 100: of the males 10 had taught from 5 to 7 years, and 3 upwards of 7; of the females 9 from 5 to 7, and 7 for upwards of 7 years. In winter 66 remained in the same section as in the previous term, and 30 removed; in summer 31 remained and 33 removed.

*Work done*:—Where there is so large a number it would be extraordinary to find all successful. There were a few entire failures, and some that succeeded but *middling* well, yet the great majority manifested skill, fidelity and perseverance, and secured success. There is of course as great diversity of tact and manner as of persons. Some are systematic and neat in everything, others energetic and active, but do their work in a loose, incomplete manner, and allow their school-room and all pertaining thereto to be untidy and confused, they are always in a hurry and, “everything in a bustle,” and yet their pupils make good progress.

All the ordinary branches have received more or less attention. Drawing, hitherto almost entirely neglected, has received increased attention, especially in the summer term. In winter there was a total of 1594, and in summer 3736 that were studying it. The total in 1875 was 1206. Of course the work yet done is purely elementary.

The greatest obstacles to success are the want of skill, and consequently the want of taste on the part of teachers; and prejudice on the part of parents and Trustees—many regard it a mere waste of time, and some have even forbidden it. This is illustrative of the old maxim: “They that know nothing fear nothing;” we got along without it and so may they.

*Writing*:—This continues the most unsatisfactory branch. The want of system, and of firmness on the part of teachers is the great cause. Too many have studied no system themselves, and cannot teach what they do not know; others, for fear of giving offence, take any kind of copies, or of paper the parents may provide; or, do without any, as the case may be. In some schools there are almost every variety of copies, and in some nothing but blank foolscap paper. In all cases I insist upon the teachers taking nothing but the proper article. I recommend them to choose some one of the prescribed series; and when a pupil requires a copy, to give the name and No. on a slip of paper, that the parent may know exactly what to provide. Where system in this respect is followed we find very satisfactory results.

*Nova Scotia History* is very generally taught to some extent. In the Statistical Table under the head “History British America,” Nova Scotia alone

receives attention. We are getting to have too many Text Books. Some use nothing but the cut lines contained in Calkin's Geography of Nova Scotia; others use Campbell's School History, a few use Miles' History of Canada, and some Hodgkin's. Harper's History of the Maritime Provinces is as yet unknown. The Multiplicity of Books is an evil, and the sooner we have a History of the Dominion adapted to our Public Schools, prepared and introduced; and all others excluded, (except as teachers' books of reference) the better. Parents complain, and justly, of the expense of so many kinds of books.

In a few instances we found History, as well as some other branches, taught orally with much greater success than when a text book is placed in the hands of every child.

*Supplies.*—About 100 schools may be said to be well supplied with all the ordinary requisites, about 25 middling, and 20 poor, and the other 8 very poor. Of the last class, No. 45, Lismore, stands unrivalled. In the winter term, in a school of 79 pupils, only four copies of any kind could be found, and they not of the prescribed series. The teacher had some difficulty in finding that number, and to do him justice, I must admit, he seemed ashamed to produce them. Reading books and everything else were scarce. It is the poorest school in the county, though one of the largest and most wealthy sections. This year the Trustees reported 53 rate-payers with \$31,990 worth of property liable to assessment for school purposes, and 120 children of school age. In 1873 they reported \$54,370 worth of property. The teacher, in charge in the summer term, had wrought up the school into a state of as great efficiency as the want of means would permit. No. 64, Wentworth Grant, and No. 39, Upper New Lairg, stand next upon this list, that is, for scarcity of supplies. I cite these as specimens of our worst condition. To specify the condition of each in this report would swell it to a large extent, and could serve no useful purpose.

*Maps, Dictionaries, &c.*—Hitherto I have complained of the scarcity of books of reference for the teachers' desks. Many trustees do not understand what is meant by a "Ball Frame," "English Dictionary for the Teacher's desk," &c., as is evident from such answers as the following: Under the head "No. of Ball Frames," Answer, 144, others 72, &c.; and under the head "No. of English Dictionaries for the Teacher's desk,"—20, 15, &c. In the one case giving the number of balls on the frame, and in the other the number of dictionaries belonging to the scholars.

During the year 24 ball frames, 40 English dictionaries and 124 wall maps have been supplied. This has been the result of a special effort. With the concurrence of the School Commissioners, I made an arrangement with certain Booksellers to supply what was required. I carried the articles with me, delivered them to the schools at the booksellers retail price, and retained their amount out of the said Section's county grant at the end of the term. I obtained Nelson's wall maps, and McKinley's Nova Scotia. The system of drawing introduced is "Smith's Manual of Free Hand Drawing," with cards to match. I am sorry to say, my effort has not been appreciated, neither has it proved profitable nor agreeable. Some have retained the articles for 4 or 5 months until the annual meeting, and then returned them with the remark "not wanted." Others have retained them but refuse to pay for them. There have, however, been some honorable exceptions. I am confident that good has been done. I insist upon every section coming up to the minimum standard of supply recommended by Council, and consider that the easiest way to do so is to add something each term. Hereafter I shall exercise more strongly the authority vested in the Inspectors and School Commissioners in regard to supplies.

*Pictou Academy and our High School Departments.*—The Academy still enjoys the services of A. H. MacKay, Esq., B. A., as Principal. F. W. George,

Esq., A. M., retired at the beginning of the year. The Trustees found some difficulty in supplying his place as his withdrawal was unexpected at that time. He has been succeeded by Mr. Robert McLellan who occupied a subordinate situation for some years. Though this young gentleman has not been ambitious of honorary titles and has never sought them, he is earning for himself the reputation of a devoted, successful Classical teacher, and has fully maintained, if not enhanced the efficiency of the institution since he assumed the duties. The attendance though not so large as in some former sessions, was respectable. New Glasgow High School under the charge of Mr. McLean continues to do a good work. This gentleman, like Mr. McLellan, allows his work to speak for him, and has never sought honorary titles, being contented with a grade B. One of his pupils won a scholarship in Dalhousie College last year, and another this year. One, Mr. Howard Murray, obtained a grade A license at the last Teachers' Examination, having made a total average of 79.19. The average on each of his classical papers was higher than this. Four others (3 young ladies and 1 young man) obtained grade B, having made averages varying from 61.02 to 75.94. The River John High School Department has at length obtained the status of a High School under the judicious and efficient management of Messrs. Rogers and Jas. H. Forbes, successively.

The following table will give a clear view of the work performed in the Academy and the High and Preparatory Departments of our Graded Schools:—

	Nat. Phil.	Botany.	Nav.	Algebra.	Geom.	Latin.	Greek.	French.	German.
Pictou Academy.....	20	18	15	61	61	41	7	30	8
“ “ Preparatory Sch'l	...	...	...	61	61	...	...	...	...
Total.....	20	18	15	122	122	41	7	30	8
New Glasgow High School.....	72	...	7	72	72	30	10	50	...
“ “ Preparatory Sch'l.	...	...	...	58	58	4	...	12	...
Total.....	72	...	7	130	134	34	10	62	...
River John.....	...	59	2	16	10	11	4	...	...
Stellarton.....	...	...	4	22	26	14	4	22	...
Westville.....	...	...	...	5	8	2	...	...	...
Albion Mines.....	...	...	...	4	4	...	...	...	...
Total.....	92	77	28	209	300	102	25	114	8

Several of the teachers in rural sections give instruction in Latin, Greek, French and Practical Mathematics, as well as Algebra and Geometry.

These schools do a good work in preparing the young people for the Academy, and should be encouraged. Many however object to the teaching of these branches at all in our public schools, as too much of the teacher's time is taken therewith, and thereby detracted from the general interests of the school.

As mentioned in a former report, I consider the establishment of a few such schools, and the granting them an increased allowance, worthy of serious consideration.

*Trustees, Visitation, &c.*—I am sorry that Trustees undervalue the importance of visitation, and in many cases ignore the requirements of the law entirely in this respect. There are many instances of persons holding the office for three years and never entering the school during that time. Had Inspectors the power to enforce the penalty prescribed for neglect of duty it might have been exercised with advantage to the schools. Members of a community

dislike the idea of proceeding against their neighbors. The corporate body of Trustees as well as the committee of Town Council in Pictou have been very remiss in this duty. If schools prove efficient in such cases, the teachers merit the credit, not the trustees.

During the year Trustees made 1,224 visits, the Inspector 316, Commissioners 49, Members of Legislature 14, Clergymen 190, Teachers 582, other persons 3,228.

As a rule schools prosper in proportion to the interest manifested.

*Terminal Examinations.*—18 schools closed at the end of winter term without an examination having been called; in 10 the teachers announced an examination, but no person attended; 124 held an examination. The aggregate attendance of visitors was 1,253. In summer, 13 closed without; 1 called for an examination, but nobody attended; 140 held an examination, and 1,892 visitors attended.

*Teachers' Examination.*—At the Pictou Station 69 candidates attended, and 92 at New Glasgow. Of the 161 examined 72 failed to obtain any class, the great majority were very young and could not have been permitted to teach had they succeeded. Seven young ladies competed for Grade B, 5 of whom succeeded. Miss Cavanagh made an average of 75.94, Miss Thompson 71.26, Miss Brownrigg 69.07, Miss McQueen 61.02 and Miss Mackay 58.42, all very respectable numbers for young ladies; of 11 young men that competed only 4 succeeded; the highest average made was 71.73. All honor to the ladies. There were 5 candidates for grade A, 4 were successful.

There is an anomaly in the Regulations of Council that requires attention. At present grade B is reckoned first class for males, and grade C for females; yet grade B and C of both sexes receive the same amount from Government. A grade C male teaching in a poor section receives the *one-third* additional, whereas a grade C female will not. If grade C is first class for females, what is the position of females holding B? By all means drop the grade B entirely, make the three grades or the 4, viz., Academic A, and B C D first, second and third, respectively, and place the sexes on an equality, both as regards qualifications and remuneration.

*Bonus.*—In winter 13 teachers obtained the bonus, and in summer 23, three of whom were young ladies.

*Amendments.*—All the recent amendments have given general, if not universal satisfaction. All are unquestionably in the right direction.

This County, especially the Country Sections, are very dissatisfied with the time fixed for the summer vacation. As reported formerly, the whole month of July is the best in the term for children to attend school. And Trustees are tempted to keep their schools open during the whole months; and that for two valid reasons, first, a much larger number of children can get the benefit of the school, as many can attend for two weeks longer than that can not attend at all afterwards; second, that they may draw a proportionately larger amount from the County Fund. Their doing so secures to them an advantage over sections that comply with the Regulation, by closing their schools at the time prescribed.

It is impossible to frame a law to satisfy all parties, or in this matter to bear justly upon all parts of the Province. I, in common with the Board of School Commissioners, would press the suggestion hitherto made; viz.: "Leave the determining of the time to the Commissioners and Inspectors of the several Counties." Another valid ground of complaint among teachers is, what they and others term "partial legislation." Why should the length of the school term be shorter in cities, towns and villages than in country sections? or in some villages and not in others? They, very properly, ask why do teachers in Halifax, Pictou, New Glasgow, &c., receive as much for 190, or 105 days service as we receive for 111 days? Their longer vacation should be sufficient

without their being paid a larger sum. This anomaly should be discontinued, securing justice and equality to all.

*Irregular attendance and a remedy therefor* continue to engross attention. Though marked improvement has taken place in this county, there is still room for greater. If the public were alive to duty, and willing to perform it, there would be no necessity for action. Whilst we labour assiduously to induce the performance of duty, we succeed with those who are susceptible to the call of conscience; but we must remember that "law is for the lawless and disobedient," and that there are many such in regard to the duty of educating their families; to reach such there *must* be law. The question that appears to be exercising the judgment of Educationists, is, not so much the propriety of a Compulsory Education Law, as the best character or form of such a measure.

There appeared in a recent English Paper under a statement headed "Compulsory Education in England," the following: "The enforcement of the Compulsory Education System has resulted in increasing the attendance of children upon the schools in London by 100,000. The average increase in London and 10 other cities was 50 per cent.; in Birmingham 130 per cent., in Hull 99, and in Sheffield 120 per cent." If "like causes produce like results," and if our circumstances are at all similar, might not similar enactments produce like results in Nova Scotia?

The difficulty of dealing with the "street Arabs" that are found in streets of even our villages, calls for some more direct and efficacious mode of dealing with them, and "a truant law" seems to hold out a hopeful remedy.

In answer to the argument that a Compulsory Attendance Law is harsh and disagreeable, and interferes with true liberty, the man possessed of property but without children replies, "Is it not just as harsh and disagreeable to me to be compelled to pay for educating other persons children, and to have my local taxes increased in consequence of their not attending school?" The same principle of compulsion applies in both cases. A Compulsory Attendance Law seems a necessary sequence of the compulsory support of education.

*Salaries.*—In Winter the amount paid by Trustees from local sources was \$12,618.06, and in Summer \$12,375.11. Amount for the year \$24,993.17, being only \$9.44 in excess of that paid in 1875. The amount raised by assessment by vote of rate-payers was \$21,126.41. The total receipts from all sources amount to \$40,557.66. Debts paid off \$1288.74; expended in repairs \$869.52; for fuel \$1595.08; in buildings \$4480.07. Total expenditure \$37,380.29. The receipts exceed those of 1875 by \$5834.49, and the expenditure \$184.66. The indebtedness of sections has increased \$557.08.

To expect that universal satisfaction with the school law, and with the manner in which it is carried out, should exist, would be unreasonable. There is no law, human or divine, that has satisfied all. Many in this County regret that a portion of the Provincial Press that professes impartiality and assumes to mould and to guide public sentiment in both politics and religion, should persistently indulge in depreciating the working of our school system, and in extolling everything in certain other countries, some of which appreciate our system and express their approval both of the system and of its operation.

Let us all devote our influence in a friendly spirit to the perfecting both of the system and the working thereof. It is not so much legislation that is now required, as energy, determination and prudence in carrying out the laws and regulations established.

It has pleased the Almighty to remove by death Miss Mary B. MacKay, of New Glasgow, a Grade C teacher of several years' experience. She was an amiable, devoted and successful teacher—possessed of a power of will and determination which she devoted to education and to the advancement of temperance principles among the young.

In conclusion I would reiterate the request that the Legislature authorize



the payment of School Commissioners a reasonable amount per day for time actually spent in the interests of Education. Their duties are often neither light nor agreeable, and it does seem unreasonable to expect gentlemen to sacrifice their time and means for their counties' good gratuitously. Let the amount necessary be paid out of the County fund.

I remain most respectfully,

Your obedient servant,

DANIEL MACDONALD.

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

### ANTIGONISH COUNTY.

A. McISAAC, Inspector.

SIR,—

In the Winter term of last year 65 sections had school, employing 71 teachers. Of this number 44 were males, 15 of whom held grade B license, 19 grade C, and 9 grade D. Of the remainder, 27 females, 13 held grade C, 9 grade D, and 6 grade E. In the same term 3103 pupils were registered.

In the Summer term 69 sections had school, having 75 teachers, 40 of whom were males and 35 females. Of the males 19 held grade B, 13 grade C, and 5 grade D. Of the females 18 held grade C, 11 grade D, and 9 grade E. The number registered were 3393.

The large and populous section of Harbor AuBouche, No. 32, which for years had a graded school, at the last May meeting was divided into three sections, and the two additional ones thereby formed made the necessary provision at the ensuing annual meeting to build and equip suitable school houses. Another new section, River Fraser's Grant, which had been established shortly before the beginning of the year, erected a school house, and had school both terms.

Last Summer a magnificent school-house, sufficiently large to accommodate five teachers was built in the town of Antigonish. This building together with another equally creditable one finished a year previously and designed to accommodate four teachers, bespeaks the generosity and educational spirit of the town section. Already six teachers are employed in town, and the buildings just mentioned afford ample school room for three more whenever the increase of pupils will require their services.

For a fuller statistical view of the schools of the County I refer you to the Tables and Abstracts already forwarded.

The hindrance to general progress which I frequently felt it my duty to bring to your notice, still exists. I mean the lingering disposition of many people not only to be content with, but to prefer the cheapest teacher. It is certainly no pleasure to me to be allowed, in fact to be obliged, to repeat complaints which I hoped would be unjustifiable before now. Yet the same grounds nearly or all exist, and so long as they do, I consider it my duty to reiterate them without any exaggeration or disguise. As a consequence, the teacher of inferior qualification has more facility in getting employment than the one trained and experienced. The number poorly qualified more rapidly increase when they find that Trustees and parents determine the value of a teacher by the salary he asks, and take the lowest figure as the criterion of the highest value. The efficient ones lose inclination and respect for their calling

when they find this standard of fitness so general. - Even many teachers who would otherwise be attentive and diligent, on observing the apathy and indifference on the part of those most interested in their employment, become themselves also remiss in their discharge of duty. And it is but almost natural that they would ; for neither teacher nor trustees can be expected to work with much zeal when they receive little or no sympathy from those who should manifest the greater interest in the success of the school. This indifference which has such chilling effect on the zeal of trustees and teacher displays itself in the non-attendance of parents at annual meetings unless for the purpose of opposing the expense necessary to give efficiency to the school ; in allowing their children to be irregular in their attendance, in their neglect to visit the school, in their failure to see that their children study at home as well as at school in order to secure proficiency, and in various other ways. I am happy to assure you that we have many good teachers in spite of the disadvantages I have stated—teachers who in every sense of the word are fit for their position, although in some cases the compensation and even the gratitude they receive from those they benefit do not render their lot over-desirable. In fact I may say we have more good teachers than good schools, because owing to the frequent change of teachers, seldom is a good one kept long enough in a section to raise the school to any degree of efficiency and advancement. Rarely is he continued for two consecutive terms, and then he is succeeded by a stranger, perhaps, to what should be taught, and to the method of imparting instruction with which the pupils had been familiarized. Hence the good work the retiring one had been accomplishing, must be arrested until the successor becomes acquainted with the relative aptitude of the different pupils, and learns his own position. Sometimes this first requisite of his duty may be impossible for him. His inferior attainments may unfit him for it, and then the period of his engagement has to be spent in some authoritative pretense of dispensing instruction. He leaves, and another stranger succeeds, who may or may not be an improvement. Progress must be precarious which has to be promoted by the different systems of such different and indifferent teachers.

I have to tender my thanks to the Commissioners who are ever active, at much sacrifice and inconvenience, in the discharge of duties which the law is ungenerous enough to expect them to perform without reward.

Yours respectfully,

A. McISAAC.

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

### CAPE BRETON COUNTY.

A. McKINNON, Inspector.

SIR,—

I beg leave to submit the following brief annual report of the schools at work in the year ended October 31st, 1876.

In the Winter term there were one hundred and thirteen schools and departments in operation, with four thousand eight hundred and thirty-four (4834) registered pupils, being an increase of two hundred and eighteen (218) on the corresponding term of last year ; and in the Summer term, we had five thousand four hundred and seventy-two (5472) registered pupils, being an increase on the corresponding term of last year of six hundred and thirty-eight (638).

The following table indicates the number, grade and sex of teachers employed:

WINTER TERM.		
Males.	Females.	Total.
A..... 1	C.....10	Males..... 79
B.....20	D.....10	Females.... 84
C.....16	E.....14	—
D.....42		113
SUMMER TERM.		
Males.	Females.	Total.
A..... 1	C.....11	Males..... 82
B.....20	D.....10	Females.... 42
C.....17	E.....21	—
D.....44		Both.....124

You will notice an increase of eleven in the number of teachers employed during the Summer over the Winter term; and also a corresponding increase in the number of departments in operation in spite of dull times, scarcity of money and general depression in our coal trade, which is the principal product of this county.

*School houses.*—The Trustees of School Section, No. 46, Little Bras D'or East, have finished a very comfortable new house, tolerably well equipped with wall maps, black-board surface, &c. Also the Trustees of Section, No. 11, Little Glace Bay, are building an additional house which will be, according to contract, completed early in May next. There is also a new house in course of erection in Coxheath Section, which is understood to be finished and ready for school purposes in the beginning of the Summer term. The rate-payers of Gabarus Section at their annual meeting voted a liberal sum towards the building of a new house, which probably will be finished at an early date. Louisburg East where there was no school, for a number of years, have this fall established a school; but having no school-house owned by the Section, were obliged to rent a house until such time as they could build.

For the past year considerable improvements have been made in school accommodations, either in building new houses or repairing old ones, yet in many sections in the outlying districts the accommodations are not at all what they should be.

*Books, Maps, Furniture and Apparatus.*—In four sections only the books are kept as public property. In the other sections each pupil provides and possesses such books as he requires. The Hemispheres, Nova Scotia and Dominion Maps are generally used in all the schools.

*Furniture and Apparatus.*—In respect to these considerable improvement has been made in many sections, although there are still many sections woefully in need.

The County Academy, with all its departments under the supervision of the Rev. James Christie, A. M., a gentleman of high culture, is doing remarkably well. North Sydney School under the charge of Mr. Rindress is making good and steady progress, and the same can be said of Sydney Mines Schools under the superintendence of Mr. McLeod, one of the most successful, if not the most successful, teacher in the county.

Glace Bay, Bridgeport, Lingan, Cow Bay and other schools are making very fair progress.

Respectfully yours,

A. MCKINNON.

REV. A. HUFF, A. M.,  
Superintendent of Education.

## CUMBERLAND COUNTY.

W. S. DARRAGH, Inspector.

SIR,—

For the eighth time I have the honor of presenting the annual report on public schools in the County of Cumberland. In the following table you will find at a glance the number, grade, and sex of all the teachers employed in the County for the school year ending October 31st, 1876.

	A.	B.	C.	D.	E.	Male.	Female.	Total.	
Winter Term...	1	7	8	5	....	21	.....	21	Male.
	....	1	38	33	28	.....	100	100	Female.
	1	11	46	35	28	.....	.....	121	Total.
Summer Term..	1	7	7	3	....	18	.....	18	Male.
	....	1	39	34	37	.....	111	111	Female.
	1	8	46	37	37	.....	.....	129	Total.

The abstracts already forwarded contain the statistics of the schools and sections in detail. In the Winter term there were one hundred and twenty-one schools and departments in operation, and in the Summer term one hundred and twenty-nine. Of these, the District of Parrsboro' had twenty-two, an advance of six over the corresponding term of last year.

*New School Houses.*—Three new school houses have been built during the year; two in Little River, in Cumberland proper, and one in New Prospect, Parrsboro'. I am sorry to say that in Little River both sections closed school while they were building, and deprived the children of the advantages of the Summer term.

*Districts.*—The County of Cumberland is divided into two School Districts. 1st. Cumberland proper. 2nd. Parrsboro'. Each District has a separate School Board of its own. The Board of Cumberland proper meets semi-annually in Amherst, and the Parrsboro' Board meets in Mill Village. This arrangement gives four regular meetings of School Boards in the year.

*Number of Sections.*—The whole number of School Sections in the County is ONE HUNDRED AND THIRTY-EIGHT. In the district of Cumberland proper there are one hundred and thirteen. Four of these have large graded schools, and Amherst has the County Academy. The district of Parrsboro is divided into *Twenty-five* school sections. Mill Village has a large graded school. Section No. 4 (*Two Islands*), is the only one in the County which holds out refusing to have school. With this exception, Parrsboro district has during the year made astonishing educational efforts.

*Books.*—The prescribed Nova Scotia School Series, with the exception of an occasional Greenleaf's Arithmetic, are the only books used in the schools of this County. However, this Centennial year has brought out wonderful improvements, and our educational requisites have not been overlooked; thanks

to the Council of Public Instruction for improving the prescribed list of school books. When I think of the books used in my early days, I am ready to wish to be young again, to enjoy the advantages now provided for pupils and teachers. Indeed our school requisites are not far behind the oldest educational countries on the globe.

*Calamity.*—That terrible scourge of the schools, diphtheria, began to make its appearance about the first of September, in the Western end of the County, and spread eastwardly, showing itself with more or less virulence in every section until it reached the waters of the Gulf of St. Lawrence, I had to stop visiting schools lest I should spread and intensify the disease. It was not long until several schools had to be closed. If the cholera had appeared with half the virulence and death rate, the whole of our population would have stood aghast. At first an infatuation prevailed; too many flattered themselves that there was no danger. Neglect of school hygiene prepared for the rapid spread of the disease. I stated in my report in the fall of seventy-four that the time could not be far distant when the Council of Public Instruction would require inspectors to apply an efficient system of hygiene in the schools of this Province. In 1872 scarlatina and mumps decimated our schools; next year small pox came. In 1874 scarlet fever and diphtheria again filled the land with mourning. Our public schools, foster and spread epidemic diseases. Neglected out-houses in close proximity to the schools pollute the air in summer and fall; dry earth applications for such out-houses should be included in regulations for Trustees. So I recommended two years ago. The simplest laws of school health were unheeded or neglected. Eighteen hundred and seventy-six came, and brought a very dry summer. Water was scarce. The dust brought into the school-room with the feet of the children when the room was swept without being sufficiently sprinkled, filled the room and produced affections among the children. The extreme heat spread the poisoned air of the neglected out-houses and prepared for the sad ravages of the disease which ensued. It is the opinion of the highest medical authority that diphtheria finds its victims among those who are in such circumstances. They readily contract the disease, by personal contact with those affected or from infected articles, such as books, clothing, or the poisoned germs adhering to those who come from the sick room.

*Bible and Religion.*—As many of our school children have passed suddenly into the unseen world, I crave your indulgence for a remark or two under this heading. The Government of Bengal has accepted the offer of the Calcutta Bible Society to supply all the State schools with the Bible. These schools are receiving help from the Government, and are public schools in the fullest sense of the term, just as much as our own. Most thoroughly, therefore, is the State, in that great Province, by this act committed to the work of putting the Bible in the public schools—placing it in the hands and having it read in the hearing of the young; and as the Dominion stands next to India for extent and importance as a British possession, we should seek to come up to the example set us in this respect. This news from India casts a sombre shade on our standing order, which is taken to mean that any one objecting to the reading of the Scriptures (the only devotional exercise employed in our schools) can have the time fixed for such exercise before the opening or after the time fixed for the closing of the daily work of the school. Indeed, it seems to be generally conceded that there can be no legal teaching of religion allowed in our public schools. But if it is the duty of a Judge on the bench to instruct a child-witness in the solemnity of an oath, it is not improper that *all children* should be taught this qualification for good citizenship in the public schools. If the law tenders to every officer of the State, from the Governor down to the humblest voter or witness, a copy of the Scriptures, appealing to him in the words "so help me God," it is not also proper that it should require that the

children at the public schools should be instructed in the Bible and the knowledge of God. If it be lawful for the magistrates of this Province to arrest and punish citizens for disturbing divine worship and the desecration of the Sabbath, to annul be unlawful to teach the young in the common schools the wrongfulness of these acts and the reasons, founded on the Bible, why the law forbids them. It cannot be the part of a law-abiding citizen to prevent his children from being taught by the State in the public schools what the law of the Province requires of them. Ignorance is no excuse for breaking the law, and the Government should supply that common instruction which the law courts require in every citizen brought before them. It seems, therefore, evident that the disuse of the Bible in public schools should not, according to the spirit of our jurisprudence, be conceded.

*Commissioners.*—One of our Commissioners has resigned for want of remuneration. I would recommend that the number be reduced and that each of them be paid \$5.00 per term out of the County fund for actual attendance.

*Candidates for License.*—There were over eighty candidates examined in July last. A large number was unsuccessful. The pressure for permissive license in consequence was almost irresistible; only three or four were allowed.

*Married Female Teachers.*—Having already written you about the cases which came under my notice, I shall only say that this may be thought an easy matter—that married women are just as suitable as married men. It should, however, be borne in mind that they have husbands who should support them, and their engagement as teachers deprive single females of the situations for which many of them now have qualified themselves at the Normal School. Married ladies are necessarily unable to give steady attendance to school duties, the higher law of maternity compelling them often to be at home. The law of nature seems to be that ladies should, on entering the married state, devote themselves to domestic and social cares, and not to public duties. The family is the school which the married lady should teach. In the country schools, at any rate, Trustees should prefer the single female, when she is equally qualified for the situation.

*Concluding Remark.*—The general progress of the schools in the County for the year of school work now closed, taken as a whole, was fair, and as soon as the effects of the great epidemic pass away our work will go on with renewed energy. A few schools will not open this winter. Time is a great healer, however, and our schools will soon resume their wonted energy.

All of which is respectfully submitted.

W. S. DARRAGH.

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

#### DISTRICT OF CLARE.

A. P. LANDRY, M. D., Inspector.

SIR,—

The time has again come round when I have the honor to lay before you my annual report upon the state of public education in the District of Clare for the school year closed on the 31st October, 1876.

While I cannot have the pleasure of reporting any very sensible increase in the prosperity of the schools of the District, I have not, however, to lament any decrease therein, as shown by the statistical tables of this year compared

with those of last year. The commercial depression that bears so strongly over the whole community, is positively affecting the economy of our schools. But I am happy to be able to say that the people are making renewed efforts to keep up their noble work, their schools, on a level with their other duties, if not above them. A glance at the statistical tables will give you a synoptical view of the general standing of the schools. But as the abstracts can give only a superficial idea of the subjects, I will particularize them more or less here.

*School Sections and Houses.*—At the May meeting the Commissioners added one new section to the number already existing and gave it the name of Thibault, No. 27. It includes the whole of a back settlement situate about 2½ miles from a station of the W. C. Railway. I visited the section in July and made the preliminary arrangements for the annual meeting which I called and attended. Three Trustees were elected and means voted to build a school-house. This section and Harlem, No. 24, are the only ones in the district without a suitable school-house. With very few exceptions the other school-houses are in tolerably good condition with very fair accommodations.

Three school-houses have been erected during the year. The first in St. Joseph, No. 3; the second in St. Martin, No. 25. They are now completed and are the first school-buildings ever erected in those sections. They are both fine buildings that will well meet the demand of the sections for many years. The third is in Beaver River. It is a splendid building, very creditable to the section and arranged for a graded school. When completed it will be the finest public school in the district.

*Teachers employed.*—There were in operation during the Winter term 27 departments in 23 sections, and during the Summer term 26 departments in 24 sections, which were taught during the year by the following number, sex and grade of teachers:

Teachers.	WINTER TERM.					SUMMER TERM.				
	Number in Grade.					Number in Grade.				
	B.	C.	D.	E.	Total.	B.	C.	D.	E.	Total.
Male .....	2	3	5	..	10	2	1	3	..	6
Females .....	..	4	4	10	18	..	6	5	11	22
Assistants, Males .....	..	..	1	..	1	..	..	1	..	1
“ Females....	..	4	..	2	6	..	4	..	3	7
	2	11	10	12	35	2	11	9	14	36

Not one of those teachers holds a Normal School Diploma; but several show a great deal of aptitude for teaching, and are devoted to the profession. They spare no trouble to ensure good success in their school, and are proud to show at the examinations that the pupils entrusted to their care and tuition, have not been neglected. They emulously invite the public to the semi-annual examinations of their schools, confident that their pupils are prepared to meet the approbation and applause of their parents. These teachers never fail to hold a public examination. But there is another class of teachers who would never hold such examinations if they were not afraid of being too severely blamed for that omission. If they venture to hold one, they will give it publicity just enough to suit their own purpose, for fear that some competent

Judges should present themselves and unmask the teacher. The number of parents and visitors at such examinations is always small, sometimes only two or three. With the exception of cases of excuses from sickness or fore-closure of the school, the omission of the semi-annual examination is a pretty good test of the teachers standing.

*Teachers' Salary.*—The aggregate sectional salary of teachers and assistants is \$5911, and their provincial allowance \$2006 31, making the whole salary of teachers and assistants for the year \$7917.73.

*Sectional Expenditure.*—The whole sectional expenditure for the year amounts to \$8620.64. Of this sum \$5911.42 go towards the salary of teachers, and the remainder, \$2709.22, stands to meet all demands for building, repairs, fuel, books, commissions, &c.

*Pupils enrolled.*—1469 pupils were registered at school during the Winter term, and 1595 during the Summer term, making the grand total days of attendance 86399 for the first term, 93355 for the second term, and 183574 for the year; showing thereby an average of 797 pupils in regular attendance every authorized teaching day during the school year.

*Books.*—These are undoubtedly the indispensable instruments that every pupil needs to work up his education, and yet the insufficient supply thereof is the subject of more complaint than the want of any other requisite. The insufficiency arises from several causes, in some instances, from the poverty, in others from the indifference, of parents, while in many cases the provision is voted down at the annual meeting. The consequence of this improvidence is that the school cannot be properly classified and that children pass the whole school hours without a book to study from. In the town where books are sold in the vicinity of the school, the children or their parents can (at least those who have means) easily enough procure the necessary books when required. But in the country, where none are sold, it is almost impossible for the pupils to send abroad for the books they need, at least very few can have the chance of doing so. Some means ought to be adopted to remedy this evil, which is the principal impediment to the general welfare of the school and the progress of the pupils. In every section we always find a certain number of individuals who are prone upon requiring the necessary provision of books and other requisites of the scholars to be made up by the parents outside of the sectional school fund. We know that this is not with the spirit of the law, for it emphatically provides to the contrary. It would be quite an important move to the advantage of our schools if some book-seller would provide a stationery of school material in the district in the hands of a competent agent. The public would be benefited as well as the book-seller.

*Apparatus.*—There is still a great want of black-boards, maps and other apparatus in many of the schools in the district, though indeed the number of these useful accessories have been somewhat increased during the year. There are several schools provided with black-boards, which the teachers either neglect or do not know how to use.

*School Returns.*—With two or three exceptions these documents have come to hand this year in a tolerably good condition. I had to send back only two for revision. I hope to see the improvement adopted from year to year.

*Law Amendments.*—The late amendments of the law, repealing the clause which exempted from taxation an amount of property equal to \$300 in possession of men sixty years of age, had been for some time desired in many sections and is received with much satisfaction, while the exemption of the poll-tax, in compensation to these old men, is considered a sufficient boon. Another not less important addition to the law is the clause that requires the appointments of auditors to receive and examine the accounts of the section, before going to the annual meeting. It will be the means, I hope, of preventing conflicts such as we had to deplore during the year in Meteghan River.



*New Reading Books.*—I had lately the pleasure of perusing and examining the series of "Royal School Readers," published by the Messrs. Nelsons, London, and now for sale by Messrs. A. & W. Mackinlay, Halifax. This series of Readers, well illustrated, eclipses all I have hitherto seen of the kind for the public schools. I hope that nothing will prevent their immediate introduction in our schools.

I have the honor to be, Dear Sir,  
Your obedient servant,

A. P. LANDRY.

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

GUYSBORO COUNTY.

WILLIAM HARTSHORNE, Inspector.

SIR,—

I beg respectfully to lay before you a report on the educational condition of this County for the School Year, ended October 31st, 1876.

Schools have been conducted some parts of the year in seventy-two sections, out of the eighty-eight sections of this County. The following sixteen sections have been wholly without schools, viz.: ten in the District of Guysboro, and six in the District of St. Mary's. Those in the District of Guysboro are: No. 4 South Intervale; No. 6 Ploman Valley; No. 16 Crow Harbor; No. 17 Half Island Cove; No. 21 White Head; No. 26 Yankee Harbor; Nos. 42 and 44 Country Harbor; No. 50 Fisherman's Harbor, and No. 51 Chapel Section, Salmon River. In the District of St. Mary's: No. 8 Upper West River; No. 9 Trafalgar; No. 15 Ecum Secum; No. 28 Goose Island; No. 29 Smoky Head, and No. 31 Holland's Harbor. In ten of the above sections, there are no school houses, the people in most of them are very poor and scattered, and unable to erect them, although the Board of Commissioners have offered to retain the County Fund for two years for that purpose. Yet nothing is done on account of the apathy and indifference of the majority of the rate-payers in the education of their children.

There were fifty-nine departments in operation during the winter, and seventy-six during the summer terms.

The following tables indicate the number, grade and sex of the teachers employed:—

		Winter Term.			
Males.		Females.		Total.	
A.....	1	C.....	10	Males.....	19
B.....	9	D.....	19	Females.....	41
C.....	6	E.....	12	Both.....	60
D.....	3				
		Summer term.			
Males.		Females.		Total.	
A.....	1	C.....	17	Males.....	19
B.....	8	D.....	23	Females.....	59
C.....	4	E.....	19	Both.....	78
D.....	6				

Some of the sections having changed teachers during the summer term which causes an apparent difference between the number of departments and the number of teachers engaged.

## DEPARTMENTS FOR 1875 AND 1876.

1875.	1876.
Winter term.....58	Winter term.....59
Summer term.....69	Summer term.....76

Showing an increase of one department in winter and seven in summer over the corresponding ones for 1875. The number of pupils in the winter term was 2715, and in the summer term 3395. Shewing an increase of 79 pupils in winter, and 303 in summer over the corresponding terms of the previous year. The number of children at school some portion of the year—according to the Trustees returns—was 3957, and in the year 1875, 3650. These figures shew an increase of 307 at school during some portion of the year. The Trustees returns again reverse the fact, that in sections having schools there were six hundred and eleven (611) in winter, and four hundred and sixty-eight in summer, between the ages of 5 and 15 who did not attend school. In sections without schools about three hundred (300), so that probably there were nearly eight hundred (800) children between five and fifteen years of age who have received little or no education.

The number of sections in this county is one less than last year. Black Point sections Nos. 18 and 19 were united by the Board of Commissioners in May last, and had a school in operation the summer term.

The progress made in many of our schools during the year is not such as I could wish. Among our teachers we have those who take great interest in their work, and consequently these schools make good progress. Others having no heart in their work, and but little ability for teaching, so that there is little life or progress in the schools. In looking over the register I have found many of the pupils who have not attended more than from six to eight weeks of the term, and consequently their children receive but little or no education; for this state of things it is difficult to find a remedy, unless it is compulsory attendance for at least one half of the term.

I very much regret that in so many of our schools the supply of text books is so very deficient. I have repeatedly brought this matter to the notice of the Trustees and parents of the pupils, but they do not appear to appreciate the need of such things in the school. I have given several sections notice that unless the schools are better supplied, I would advise the School Commissioners to withhold the County fund from the section. In almost all the sections of this county no provision is made for books, and the pupils are left to provide what books they can.

Although the general condition of many of our Schools is encouraging, and much has been accomplished, yet in many respects improvement is necessary. In no branch of education is there more time spent than in reading and spelling, and the progress is but satisfactory; children are hurried forward from one book to another entirely too fast. In some of our schools the pupils read very distinctly, but when we find pupils who have passed through nearly all the reading books, and cannot write a dozen lines from dictation without making mistakes in the spelling, we must conclude that the teaching has been imperfect.

In many of our Schools writing is successfully taught; but I very much regret that in many others, the teachers pay so little attention to this matter. Little or no system is observed, and the pupils are left to their own choice in the manner of holding the pen, and the position of the copy-book on the desk.

The Academy, with the Preparatory and Elementary departments in Guysboro', have been in constant operation, and some progress made. The Academic Department was conducted during the winter by Mr. John Wallace, and summer term by Mr. John Munro, a Graduate of Dalhousie College. The attendance has been about the same as usual, principally residents of the Section in which the Academy is situated.

The Graded Schools in Cape Canso, Port Mulgrave, Sherbrooke, and Goldenville, have been in constant operation, and pretty well conducted. In Cape Canso section during the summer term there were four schools in operation, but only two were graded; of the remaining two, one was in Cape Canso Islands, and the other in the western end of the section.

**Registers.** A great improvement has taken place during the year in the keeping of Registers. The majority of them are kept neatly and correctly, many of them models of neatness. But very few imperfect and dirty. The register of the School in Section No. 34, Tracadie, was taken out of the teacher's desk by some evil disposed person in June last, and destroyed.

**School-houses.**—Four new school-houses have been erected during the year, in the District of Guysboro', and three in the District of St. Mary's, viz.: No. 2, Riverside—the house in this section was destroyed by fire three years since; No. 16, Crow Harbor; No. 18, Black Point, and No. 25, Gammon's Point. In the District of St. Mary's, No. 19, Lower Liscomb; No. 15, Ecum Secum, and No. 32, Union Section, Goshen. These buildings are not finished in the interior, with the exception of the one at Gammon's Point, which is a neat and commodious building, and capable of accommodating fifty pupils comfortably.

I very much regret that there has been no school in Ecum Secum Section during the year, owing in some measure to a misunderstanding between the trustees and some of the rate-payers of the Section, respecting the site of the new building; but trust that the matter will be amicably arranged, and that a School will be in operation next summer term.

During the year schools have been in operation for the first time in six sections, viz.: No. 7, Antigonish Road, and No. 18, Black Point, in the District of Guysboro', and No. 17, Upper Liscomb; No. 19, Lower Liscomb; No. 22, Indian Harbor Lake; No. 32, Union Section, Goshen, District of St. Mary's. These Schools have been very well attended, and the average has been very fair.

From the foregoing it will be seen that we have been making some progress in educational matters during the year; but in some sections still without schools, the greatest apathy and indifference prevails. The rate-payers of Half Island Cove, Section No. 17—this section was organized two years since—voted down the erection of a building by a majority of one. The Board of Commissioners have retained the County fund for this section for the past two years, to aid in the erection of a building which amounts to \$50.00. There are about forty children in this section between five and fifteen years of age who are growing up without any education. Some of the rate-payers who have large families voted with the majority.

**Visits.**—During the winter term I visited all the schools that were in operation, with the exception of eight, which was owing to the bad state of the road, along the sea coast the latter part of March. During the summer term I visited all the schools, with the exception of two, viz.: No. 10, East District of Guysboro, and No. 30, Liscomb Island. The former was closed the early part of September on account of the illness of the teacher. On account of stormy weather prevailing when at Liscomb Harbor in September I could not get out to the latter.

All of which is respectfully submitted,

I remain,

Your obedient servant,

WILLIAM HARTSHORNE.

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

## HANTS COUNTY.

J. D. MACGILLIVRY, Inspector.

## REVEREND SIR,—

I beg leave to submit the following notes,—in addition to the abstracts and tables previously forwarded, in which all the details of Statistics will be found:—

Very few of the Schools in the County have been inspected during the year, till towards the end of August,—the time at which I entered upon my labors. The Blank Returns for the Term had not been forwarded to the Trustees or Teachers, nor were the Blanks received for some time after I entered on the work of Inspection. As soon as they came to hand I forwarded an A and B to every section on the list. One hundred and five Schools sent back returns in due time, which, after examination, were submitted to the Board and signed. No Report of any kind was received from East Uniacke, Renfrew and Birch Brook in East Hants, from Lakelands and Crystal Wave in West Hants, or from Border Sections Welton (East and West Hants) and Halfway River (Hants and Kings). I passed through Walton and by Crystal Wave in the course of my inspection tour; there was no School in either, and I presume the others were in the same condition.

As the work of the Term remained still to be overtaken at the date of my appointment, I lost no time in beginning inspection. The weather was very favorable. By prosecuting the work five days in the week, and often from 9 A. M. till 5 o'clock P. M., I visited and examined 75 of the above 105 Schools before the end of the Term. I visited a few other Schools and Sections; but owing to the hours of dismissal in two cases, and the absence of the teacher for the day in one, the Schools were not examined. The School at Upper Rawdon was closed on account of the illness of the Teacher at the date of my first visit, but was afterwards found in operation, and inspected. The Sections unvisited were those in the Southern part of the County—along the Halifax Boundary from Beaver Bank westward, and towards the Lunenburg line; also those between the Head of Kennetcook and the Maitland and Shubenacadie Road, the Gore Schools between the Rawdon and Upper Kennetcook Settlements, the two in Nine Mile River; also several schools along the line between the Eastern and Western Districts—30 in all.

In examining the Schools I confined myself principally to the Branches—Reading, Writing, Arithmetic and Grammar. This course I pursued, mainly, in order to keep before the Teachers the great importance which we attached to these in the work of the Common School. The conclusion to which I was led, so far as the Teachers are concerned, may be expressed generally by stating that Grade B Teachers understood their work and gave general satisfaction; that the same may be said of Grade C Teachers, who have been in the profession and its work long enough to gain considerable experience. A good many of Grades D and E are also giving fair satisfaction to their employers. Of course very much cannot reasonably be expected of them, and they are not supposed to be employed in strong advance sections. I have learned to be suspicious of Grade C males who are quite content to remain in this Grade; and as for Grade D males who remain long in this "place of breaking forth" into the profession, I would have them drummed out of the service. Some of the Schools of Grades D and E females make a better show comparatively than some of those of Grade C teachers. This is no doubt

partly to be accounted for by the fact that some of the teachers of these Grades were candidates for a higher, and in several points were qualified for such. Then again their field is generally limited to the smaller sections. But success in teaching depends very largely on the teacher's firmness and tact in managing the School, and some of the teachers of the lower Grades possess these admirable qualifications in a higher degree than do some of higher scholarship.

While so many of the workers are entitled to respectful mention, the state of the Schools and of Education in connection with them is not satisfactory. The Reading is in general, poor. As one listens he receives the impression that the scholars are classified and set to work at a point beyond their real attainments. They are attempting to read connected sentences and long paragraphs when, plainly, they cannot read at sight common words. You call for another class. It is much the same. Here is one reading in No. V. whom you think would do pretty respectable work in No. III. He ought certainly not yet to be beyond No. IV. There is another in Book VI. It is a comparatively easy Book as to the words, and that is why he is there: but it is difficult to read it with proper expression. Now, the Book is evidently intended to furnish exercises for just such reading. But the scholar spells out this word, stops for the teacher to pronounce a second, goes on and stumbles over a third. Another tries; his difficulty with the words is not so great; but his progress is decidedly jerky. A third takes the matter up. You feel that he ought to be able to get along easily and well: but for no cause that you can see, save the bad habit contracted, he constantly stops in the middle of the simplest words of more than one syllable and repeats the first part, or, irrespective of the number of syllables, he is constantly stopping and repeating. Meanwhile what has become of the thought or the animated feeling of the author? Comparatively few seem to think it pertains to school-reading to render such subtle things. Such is the kind of Reading which is to be heard not indeed invariably, but far too commonly. The writing generally is small, light and scratchy. I do not know how far Staples' System is responsible for this style: but the principles of his system are neither taught nor studied. In fact many of the teachers don't like it; while some seem to think themselves absolved from the duty of giving special attention to this department of school work by the provision of Copy Books with accompanying instructions; and some must make considerable improvement themselves, before much, in the way of instructing others in writing, can be expected of them. Arithmetic appropriates a good deal of time and attention of the School. The teachers themselves do not, however, seem to think that the general results are what they ought to be. "The scholars were on so far; but I had to put most of them back to the fundamental rules—they didn't seem to understand anything." Grammar receives careful, intelligent attention in a good many schools; but in the majority there is not very much to show. The good Grammarians among the scholars are comparatively few, while in not a few schools an ability to pick out the nouns and adjectives, represents the progress made. The best Grammarians are very generally absent the day the Inspector visits the School.

Now you would ask me, were I presenting this statement verbally: To what do you attribute this unsatisfactory state of things? Looking at the matter, first, from the side of the teachers, we cannot entirely free them from blame. The dissatisfaction freely expressed to me outside, in the case of a Grade B Teacher, could easily be seen from the appearance of the school to arise from a lack of energy. The teacher was rather easy-going. The scholars who wished to learn receive all needed help and encouragement: but the unwilling and careless were not sufficiently stimulated. Then, in the Teaching profession, as in all others, there are varieties of capacity and some incapables.

With some the interest of their scholars does not seem to be sufficiently considered. While others, failing to receive the encouragement they expected from Trustees and parents become disheartened and labor on in a desponding, mechanical sort of way. But I am very decidedly of the opinion that, leaving the incompetent out of account, so far as the blame lies on the teachers, the principle cause of want of success is deficiency of tact for managing the school. It is not given to all to secure at once diligence and quietness in a very high degree; yet such results are necessary for attaining the highest degree of success in teaching. Unless school work is proceeding quietly and orderly yet diligently, the attention of the teacher is distracted, the work of the hour is not receiving justice, sentences are read or gone over of some of which he hears perhaps not a word, or only an occasional word, and the scholar takes his seat when the time is up rather more than ever confirmed in faulty habits of execution. Then there is a manifest want of thoroughness. The scholar's blunder is corrected, he is told the correct pronounciation of the word or the proper method of performing his work, but is permitted to pass on to something else, so that he never masters anything thoroughly. I am persuaded that where the new "Reader" is adapted, results as to reading will be still more unsatisfactory than at present, unless the pupils are required to master each lesson before they leave it finally. Their eye must become so familiarized with the words that they can read them readily at sight, otherwise they will only be more hopelessly helpless the farther they advance. For, while the Series is unquestionably good, it is undoubtedly a difficult one; and new difficulties rapidly arise. Pupils must be taught to read at sight and to syllable rather than to spell words of more than one syllable.

I have referred above to the complaint which is almost invariably made by teachers, especially with respect to Arithmetic: "I had to put the scholars back to the fundamental rules." Now I do not believe that any method can be adopted which will altogether do away with the necessity of "putting back." All our life long we are under process of education. And, alas! how often do we require to be put back to learn the old lessons anew. The stage and the subjects are indeed different: but it cannot be expected of children, any more than of adults, that they will assimilate and make their own permanently facts and principles which when presented they seem to apprehend with a reasonably firm grasp. Still there is a good deal in method, and I am strongly inclined to believe that the necessity for putting back so generally, is to a considerable extent attributable to a defective method of teaching, widely prevalent. I have said that in order to make a good reader, the teacher must familiarize the pupil with the appearance of the words and teach him to syllable long words, rather than permit him to spell them or attempt to grasp the whole at once. There must be no hurry in changing the lessons or pages, especially in the earlier stages of reading. Now to make a ready and correct thinker there is the same necessity for familiarizing the mind of the pupil with facts, principles and their application. He only is really learning who comes or is brought by whatever method or methods into intelligent relations to the *what* or the *how*, and is becoming able to embody or illustrate these in practical forms in so far as they admit of it. But how is this to be attained? The method to which I refer largely if not entirely, repudiates the aid of exact Definitions and Rules briefly yet clearly expressed, and prefers and superabounds in explanations according to the ability of the teachers. I am told that carefully committing Definitions and Rules from the book is irksome, tends to make learning a matter of the cultivation and loading of the memory, discourages personal thinking, and altogether is old-fashioned: whereas the new method aims directly at the cultivation of the reasoning powers, teaches the scholar to think for himself, &c. "I would prefer," said a Grade C. female teacher (with which class, by the way, the new method is particularly in favor),

“to hear my scholars give *any sort* of answer in their own words to the most correctly repeated Definition or rule from the Book; it cultivates the habit of thinking for themselves.” Now I admit that no method of school instruction is defensible which fails to make adequate provisions for cultivating the powers which a benevolent and infinitely kind Creator has bestowed,—especially the power of thinking. But why did He endow children with memories so wonderfully receptive and retentive, and with such credulousness in connection with reasoning powers so comparatively weak? Adopt what method you please must you not still place your main reliance on this readiness to believe what is authoritatively presented, and their retentiveness of memory? Is there not a constant necessity for supplying some suggestive idea, fact, or illustration to set their thinking powers in motion in the direction desired? The activity of the mind in so constantly changing its prospect, and the tendency of new impressions to overlay or thrust into the background the old, render this necessary. It comes then to this: Is it better to supply the memories of the pupils in our schools with seed thoughts, such as are provided in Definitions and Rules expressed in words carefully weighed and arranged by authors thoroughly conversant with their subject, and the result of whose labors is approved before the book is put into the pupil's hand or to leave them to be supplied with such ever varying explanations as the several teachers variously qualified may give without requiring the Definitions and Rules to be committed. I suppose, of course, that in the former case all necessary explanation is supplied as well as in the latter, and that the pupils are required to furnish satisfactory evidence that they understand. I am convinced, as the result of personal observation, that there is as much room for, and in reality is as much, parrot-like rote-work under the new system that so ostentatiously aims at teaching the scholar to think for himself as under the old system that quietly aimed at the same result, but insisted on carefully committed Definitions and Rules, as food which the mind was to digest. I don't think that our Creator made a mistake in constituting us as we are, but I do think that He thereby teaches us to regard the memory as standing in much the same relation to the mind as the stomach does to the body. This seems to me to be the view which He authorizes in that authoritative revelation of His Will which we all profess to respect. According to it education is not a process of education—“drawing out,”—but of nurture under authorized and authoritative supervision. Children are to recognize authority and mature under it. They cannot be too early taught that truth possesses authority, not because they have conceived it or thought it out; but of itself, because it is truth: that knowledge—truth—is the mind's food, a necessary condition of its healthful, reliable action, and while we must work for it we must also work from it: that believing and obeying belong as much to right education as does thinking, and are as indispensable conditions of knowledge and happiness. There is a way that seemeth right unto a man, but the end thereof are the ways of death. I have set a teacher strong in faith in the comparative excellence of the new system, to work to examine a class in arithmetic. Answers and explanations were furnished quite readily. Observing the secret of the apparent success, I take the class in hand myself. I question. No one answers. I explain precisely what I mean but supply no hint as to the correct answer: still there is no answer. Why is this? Oh, your mode of questioning is different from mine. They don't understand you. But I ask simply the *What* and the *How*; there is no mistaking what I want. Didn't these scholars think? I have no doubt of it. But they have been taught to think leaning on the crutch of the teacher's “leading questions,” which are to-day apparently the same as the first day the pupils were led over the ground. They have been accustomed to think not so much on the subject presented as on the teacher's method of questioning; and they answer not from their knowledge of the subject but from the hints supplied in the question. Here is the secret of the necessity for much of the putting back. The

questioner is changed, the old crutch is lost, and with it the ground of their former assurance is gone. The new teacher hasn't yet supplied one, or the scholars haven't become familiar with it. It is easier to promote smartness and a show of intelligence than to cultivate and strengthen the understanding. But I fear my notes have become too extended on this phase of the subject.

I cannot exonerate the teachers, then, from blame for the unsatisfactory state of education. But here I ought to state that in general where I have seen cause to find fault, they are prompt in accepting any hints supplied as to a more excellent way when the matter is clearly presented to them. Nor is this readiness merely apparent. I have already entered on my second term and I see a change. The blame, however, lies principally not with the teachers but with the rate-payers. There exists among them very generally an altogether inexcusable lack of interest and of intelligent action in reference to education. Dissatisfaction, it is true, is general enough; but the matter too often ends in the expression of this dissatisfaction. One way of expressing it is particularly childish. The school is voted down at the annual meeting as if the question of school or no school was one on which the annual meeting legally had a voice. It contributes, however, like some of the other ways to give vent to spite which of itself gives not a little satisfaction to human nature. A good many would like to have their own children educated; but this is a result which can be attained for them only in common with the other children of the community and patient co-operation in intelligent organized effort does not seem popular. The lack of intelligent interest and unwillingness to co-operate in organized legal efforts appear first in filling up the Board of Trustees. The law has wisely put so much in the Trustees hands that the state of education in the community depends largely upon them. In many sections, however, one cannot resist the impression that the fear that the Trustees may do too much and incur expenses is much greater than the desire that they should do all that can safely and judiciously be done. Consequently men are elected as Trustees who will represent the fear of expense. As may be expected, in very many cases, the Trustees have little intelligent interest in the school. There are many good teachers in the county; but the inferior workers get the school. This does not always arise from the determination to engage only cheap teachers; for in some cases they get higher salaries than better teachers receive. But proper exertions are not put forth in time, or the first applicant is received, or the Trustees are jealous of each other or represent distinct factions and refuse to co-operate to secure the best. Then, after the school is opened, they fail to give the teacher the moral support which quickens to the utmost efforts. Examining the registers of 75 departments very near the close of the last school year, I failed to find in some a single record of a Trustee's visit. In other cases, perhaps, two Trustees looked in. Very rarely did the three make even a visit each in the course of the year. In some sections one, in others two of the Trustees visited the school once in the course of the term. But worse than all is the irregularity of the attendance of the scholars. With the little moral support which they receive it is well nigh impossible for the teachers to labor on cheerfully and hopefully. All around them seek their own; will not their zeal flag, and they become mere routinists? The temptation is, at all events, felt to be very strong in a still higher vocation. Do what they will they cannot get their classes to assume a creditable appearance. The irregulars belong to every class, and they cannot be formed into an "awkward squad" as they deserve: for parents expect that their child will be put on with their neighbor's child who has regularly attended, and these irregulars represent every stage of progress. Much as we all dislike the idea of compulsory attendance, I fear the Legislature will be necessitated to come, in this point also, to the help of the cause. I hope, however, if this should be the case that children under seven years will be exempted from the operation of the law.



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.*

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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.

In 1866, the Inspector of this County reported only twenty-five houses suitable for school purposes—seven of which were built during the year. There has been, therefore, a commendable advancement in the matter of school accommodation for the past ten years. The change introduced by the new system, has taught all to look for school houses, in keeping with the other public buildings of the Province. This improvement still goes on in the face of the dull times. During the past year the school houses in Lake George, Ormsby Road, Clermont and Lockhartville Sections, have been newly plastered and otherwise repaired. In Hants Border another room has been finished and furnished in the school house, and the school graded into two departments. Upper Canard has enlarged the school house so as to give two rooms in the lower storey. The old part of the building has been extensively repaired by raising the ceiling, plastering, painting and seating with the Dawson desk. Upper Pereaux has just completed a new house, suitable for the wants of the section, at a cost of \$600.

Canning has expended about \$3000 in the erection of a school house on the most desirable site in the section. The house is finished to accommodate two departments—having also a large class room, intended for the smaller children, until another room can be added to the building. I understand it is the intention to make this addition as soon as possible. Burnett's patent desks are used as furniture. The rooms are well ventilated and supplied with all the modern conveniences and improvements for the comfort and health of the teacher and school. In appearance, location, finish, &c., &c., this building reflects great credit upon the taste and enterprise of the section. Horton Landing and Randville have houses in course of erection which will be completed and used for schools after the Christmas vacation. Kentville has finished another room in the new school house, and graded the school into three departments. A few old houses remain, an eyesore to those laboring in the interests of the schools, but hope-points to a time, near at hand, when all these hindrances shall be removed.

*Schools.*—For the *winter term*, 85 schools were in operation, taught by 97 teachers and licensed assistants. The number of pupils enrolled was 4453,—making an attendance of 267115 days.

For the *summer term* there were 93 schools, 96 teachers and assistants, 4528 pupils registered, with an attendance of 260125 days.

*Class of teachers employed:—*

*Winter.* Grade B. 10—C. 48—D. 22—E. 9. Male 43.—Female 54.

*Summer.* “ B. 9—C. 44—D. 30—E. 13. “ 19. “ 76.

Almost all the teachers employed in the County are earnest and faithful workers. If they do not accomplish, in all cases, all that can be desired, they can not justly be censured, as they have qualified themselves and passed the required examination and taught to the best of their ability. Those intending to follow teaching for a length of time, are manifesting an increasing desire for a better qualification for the work; and for this purpose 26 from this County attended the Normal School for some part of the past year. The attendance of many of these being short was not such as to secure the principal benefit this Institution is intended to confer, *i.e.*, a *training to teach*. But once receiving a correct idea of the work done at this school, most persons will return and complete the course. This short attendance is likely to give a wrong impression of the training received at the Normal School. From May until the examination of teachers in July, the work of the Institution is more particularly a review and preparation for license. This attracts large numbers at that time, who are generally successful in obtaining high marks upon the

examination papers. Although they are not classed by the professors of the Normal School, yet they pass for trained teachers, and as such, are expected to sustain fully their grade of license and teach and manage schools according to the most approved methods. This, of course, they cannot in many instances do, and the fact is held up to the disadvantage of trained teachers. Normal Schools are recognized as an essential element in the school system of every country. Give us two well equipped training schools in Nova Scotia, from which two or three hundred teachers shall come yearly to supply the vacancies occurring in the public schools, and strike out all licenses below grade D, and the schools will soon exhibit new life and advancement to doubly repay the cost. Fault is justly found with some of our schools, but not unfrequently is it misplaced. The teacher has to bear all the blame of an inefficient school. When Trustees have furnished suitable school accommodation, and supplied the school with necessary books and apparatus, and secured the co-operation of the parents in making the attendance regular and the order good, they may complain if the teachers fail to keep a good school; but so long as these matters are carelessly looked after, too much ought not to be expected from the best teachers. However competent and faithful teachers may be, their services will be affected in a great degree by the course parents take towards their children. If they show an interest in the studies and in the school generally, encourage their children to respect the teachers and to cheerfully comply with the rules and regulations adopted, they do much to strengthen the hands and encourage the hearts of the teachers in carrying forward their important mission to a successful issue. Rarely do teachers encounter serious difficulty in sustaining order in school when they receive the countenance and co-operation of parents. Pupils will seldom disobey or manifest a disposition to resist the reasonable requirements of the school unless they are sure of support in their disobedience. When children are not subject to wholesome discipline at home, and the efforts of teachers to restrain them from wrong doing at school are unsustained by parents, no great improvement can be effected, and none should be expected. We would, therefore, urge upon parents to heartily co-operate with the instructors of their children to manifest to them that they feel the deepest interest in their improvement, to urge upon them the importance of a proper use of the time devoted to their advancement in study, carefully keeping before their children the truth, that with minds well stored with useful knowledge and a reputation for honesty and sobriety, and with a determination to be men and women in the truest sense, they will be prepared, under Providence, to make life a success.

*Examination of Teachers.*—From the Common School of this County, 51 pupils have, during the past term, received license to teach; and about 20 teachers have been re-examined and received a higher grade. I mention the pupils of the public schools, who were successful, to show to some extent the nature of the work done in the schools from which they come. When it is considered that the preparation for license cannot be made a speciality by the teachers of the Common Schools, it gives candidates thus receiving license a higher standing than those obtaining license after eight or ten weeks attendance at a school, when the *whole* work has been to prepare. The school in Tower Plot, taught by Mr. Burgess McKittrick furnished seven of the fifty, obtaining licenses. The marks received by these candidates in the department of language, and as follows:—

	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.
Grammar.....	80.	75.	75.	85.	80.	80.	75.
Analysis.....	80.	80.	80.	80.	75.	70.	70.
Composition.....	80.	65.	65.	65.	85.	65.	80.
Prosody.....	75.	80.	80.	90.	85.	80.	(not ex.)

*Public Examination of Schools.*—Thirty-nine only, of the eighty-five schools in session during the winter term, reported examinations held. This being unsatisfactory to me, upon my recommendation, the School Commissioners passed the following resolution:—

Resolved:—“That all Teachers employed in this County shall be required to hold, in future, *public examinations* of the Schools, under their charge, as directed by law, or present to the Commissioners good and sufficient reasons why such examinations had not been held,—under penalty of having their returns disapproved.” The Trustees of each section received due notice of the passing of the resolution; and, as a result, ninety-three of the ninety-five schools in session reported examinations; and two furnished satisfactory reasons for not holding them. These examinations were well attended by parents and school visitors, who expressed their satisfaction of the management of the schools. I am convinced that this step was in the right direction, and will tend to secure, in a greater degree than now the interest and co-operation of the residents of the sections, in the labors of the teachers, for the best interests of education.

*Lessons.*—It is a common error for teachers to assign too long lessons from the text-book, and be satisfied with imperfect recitations. A short lesson well learned and practically applied by the pupil under the direction of the teacher, will produce lasting results. What is committed to memory from the text book, is soon forgotten, if the recitation consists in repeating, by rote, what has been learned; while what is taken in by the pupil understandingly, and given back in some practical form, will seldom, if ever, be erased from the mind. A great want in our schools is *thoroughness* in teaching. This is too often confounded with exhaustive teaching. The teacher should be able to discriminate between them. Exhaustive teaching requires of the pupil knowledge of a subject in all its details. Thorough teaching seeks to ground him in the elementary facts and principles of that subject; that he may be prepared to go forward, in his own strength, if need be, to an exhaustive knowledge of it. The general needs of life require a general knowledge, thorough, so far as it goes, of many things; while special needs require an exhaustive knowledge of very few. The general education of the individual got in the Common School is to fit him for life's general needs. Hence *thorough* not *exhaustive*, teaching is required in these schools.

In conclusion a review of the past year's work, evinces as much progress as could reasonably be expected, and affords hope, that the return of good times will induce all to regard with renewed interest, the pressing claims of the Public Schools.

I am your obedient servant,

COLIN W. ROSCOE.

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

## LUNENBURG COUNTY.

G. W. HILTZ, Inspector.

SIR,—

I beg leave to submit for your information the following, as my first Annual Report on the state of the Public Schools in Lunenburg County.

The number of School Sections in the County is one hundred and thirty-two—one hundred and three in the District of Lunenburg and New Dublin, and twenty-nine in the District of Chester.

Of these, one hundred and three sections have had school in operation some part of the school year. About seventy-five per cent. of them during the entire year. Eight of the school sections of the County are situated upon islands, and with the exception of Heckman's and Tancook Islands have school during the winter season only. In a considerable number of the unoccupied sections there are as yet no school-houses, there being eleven of this description in the District of Chester alone. Some of these are too poor and scattered to support a school, even for a portion of the year. In some others where a better state of matters exists, initiatory steps have been taken for the erection of suitable school buildings, and I have but little doubt, that by the end of another year creditable additions will be made to the number of school edifices already erected. During the past year one new school house has been put up. This much needed building has been erected in Fox Point section, District of Chester. The people of this section, long divided as to school matters, have recently become united, and purpose having their school in operation at the beginning of the New Year.

During the year five school-houses have been condemned by the Board of School Commissioners, as unfit for school purposes. Three of these have made preparations to replace these old and worn-out structures by new and suitable buildings.

Most of the school houses in the District of Lunenburg and New Dublin, especially the French ones, are neat and commodious, creditable to the different sections, and suitable in most respects to their needs. A few are models of neatness and taste. In the District of Chester, however, there is really not one building well adapted for school uses, most of them being old, small, and in some instances totally dilapidated.

The new building about to be erected in the town of Chester, will, I trust, furnish such an example of neatness and adaptation to the wants of the school as will not be wholly lost on the surrounding sections. The furniture in most of our school-houses is of the Dawson pattern or some modification of it, and is usually pretty well adapted to our needs. In a few schools the much needed patent desk is to be found. Several of our school buildings are yet used for the double purpose of the Church and School, and in these the comfort of the pupils has too often been sacrificed to the convenience of the congregation. School grounds are found enclosed in very few sections, and in none have any attempts been made at their improvement. Suitable outbuildings have been put up on most, but there are yet a few sections that have entirely neglected these very necessary appendages to school premises. My representations in this behalf have not been entirely without fruit. In the matter of supply of school apparatus much remains to be done. Very few schools can be said, in this respect, to be thoroughly equipped, though in most hemispheres, blackboards, Maps of Nova Scotia, ball-frames and hand-bells can be found. A very few

are yet entirely without apparatus of any kind, and are but a single remove from our most primitive style of school. The school-books in use are those prescribed by the Council of Public Instruction. These are not often kept as public property, and the supply in a large number of sections is by no means equal to the demands of the school. Indeed the want of a sufficient supply of text books for school uses is a standing complaint of teachers of nearly every grade.

The number of different teachers employed during the year was one hundred and twenty-six, as shown in the subjoined exhibit:—

MALES.				FEMALES.			
WINTER TERM.				FEMALES.			
A.	B.	C.	D.	B.	C.	D.	E.
1	7	9	16	1	14	29	24
SUMMER TERM.				FEMALES.			
A.	B.	C.	D.	B.	C.	D.	E.
1	8	5	11	1	14	33	24

The teachers of this County are as a body, laborious and painstaking in the discharge of their duties, while their services are much too often very inadequately remunerated. There are a few, however, who could be spared to other employments, without their retirement being a source of much regret or loss to the schools over which they preside. The trained teacher, possessing as he does, many advantages over the untrained, is as a rule, here as elsewhere, much more successful in the discharge of his duties, than the untrained. The number of the former class seeking employment in this county is, I regret to say, extremely small, and this will probably remain the case until the law shall make it necessary for every applicant for teacher to teach in the public schools, to spend a term, at least, in some training school, subject to its approval.

During the year just closed I have visited all the sections having schools in operation within the county, except six. Three of these were smaller sections, having as before remarked, schools in winter only, and at the time of the year nearly inaccessible. The remaining three were not visited, owing to the bad condition of the roads in one instance, and in two others through my want of knowledge of the locality in which they were situated. The larger number of sections not having schools were also visited, and efforts made to induce the people to establish new schools, or re-open old ones. The School Register has, generally speaking, been neatly and accurately reported. In a few instances only was sufficient carelessness exhibited in this respect to merit remark.

The School Returns (A) have, as a rule, been partly filled up, those of the summer term being much superior in neatness and accuracy to those of the preceding.

This cannot truthfully be said of the B Returns, which too often present the strongest evidences of carelessness and neglect in furnishing the information sought by the issue of those important papers. I fear, Trustees do not avail themselves of the aid of the teachers in their preparation. The County Academy, during the first term of the school year, was under the management of E. H. Owen, Esq., and, upon his retirement, his place was supplied by the appointment of John McLeod, Esq., an energetic and pains-taking teacher.

Efforts are constantly put forth to increase the usefulness of this institution, but while pupils outside the county town are so tardy in availing themselves of its advantages, the objects of its organization will, in a great measure, fail to be attained, and murmurs of dissatisfaction continually be heard.

In closing the Report, permit me to offer to Trustees and others, whose hospitality I have enjoyed on many occasions my sincerest gratitude, and to yourself, sir, my best thanks for the uniform courtesy and attention my communications have at all times received at your hands.

Respectfully submitted,

G. W. HILTZ.

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

QUEENS COUNTY.

C. T. ANDREWS, Inspector.

SIR,—

I have now the honor of submitting this my third annual report on the condition of the public schools in the County of Queens for the year ending Oct. 31st, 1876. If in so doing I have offered to teachers and school officers more suggestions than may be consistent with an official report, let the sincerity of the motive be urged as a palliation.

I am pleased to be able to say that for the past three years educational affairs in this county have been progressing. In the number of sections having schools there has been during the past year a slight increase over that of 1875. This in consideration of the almost unparalleled state of financial embarrassment throughout the entire county, is at least a favorable record. The increase in the number of schools in session is shown in the following tables.

Sections having Schools.	WINTER TERM.	Teachers Employed.
1874.....	17	31
1875.....	26	37
1876.....	25	41
1874.....	31	45
1875.....	34	47
1876.....	36	52

The schools, for the most part, have been taught by zealous and efficient teachers, and the people generally manifest an appreciation of their educational privileges. The following table represents the number, grade and sex of the teachers employed in the County during the past year.

WINTER TERM.

Grades.	A.	B.	C.	D.	E.	Total.
Male.....	2	6	4	7	0	19
Female.....	0	1	10	8	1	20
Assistants.....					2	2
	2	7	14	15	3	41

## SUMMER TERM.

Grades.	A.	B.	C.	D.	E.	Total.
Male .....	2	4	2	5	0	13
Female .....	0	1	14	11	11	37
Assistants. ....					2	2
	2	5	16	16	13	52

The number of children registered at school was for the  
 Winter Term ..... 1892 with a Grand Total days of 122,456  
 Summer " ..... 2179 " " " 135,212

*Houses.*—The school houses throughout the county are generally in good repair, and present a respectable appearance externally, although in too many instances, equipped with the necessary maps and other school apparatus with an economy too rigid to make the school attractive, convenient, or profitable. A steady improvement in this matter is, however, becoming daily more visible. Two shabby looking buildings, dilapidated relics of the past, were condemned by the Commissioners at the last May meeting, and the trustees of those sections were notified that unless they made provision for the erection of new houses within six months from date of notice, the grants would be withheld. There are two other sections in the Southern district that will be served with a similar notice if they continue to allow indifference and jealousy to keep up a division among the ratepayers, thereby suspending building operations.

The school house in Grafton, a neat and commodious building, fully equal to the means and requirements of the section, was destroyed by the hands of an incendiary, not, however, from the hostility to the school law, but by a young man who, although he succeeded in his revengeful purpose of driving from the section the teacher, the object of his unreciprocated affections, he made his home too warm for himself, as he was compelled to "run his country," with the officers of the law like hounds on his track. Arrangements were made at once for re-building.

East Port Medway has completed the outside of a substantial and commodious building, and by constructing *temporary* long desks, have been able to use it for school purposes during the past summer. For their praiseworthy exertions they have been rewarded in having for the summer a large and successful school.

A new house has been erected in Albany New Section, and will probably be completed about next autumn. About three miles from Mill Village, on the Bridgewater road, is a new settlement containing upwards of twenty children of a school-going age. By the active co-operation of Chas. D. Mack, Esq., a new section, appropriately called "Denmark," No. 25, was formed in this place. Trustees were appointed, a teacher engaged, and operations commenced in a private house, when a very profitable school was taught during the summer by Miss Fitzgerald. The trustees have made preparations for building a new house, which will, no doubt, be ready for use next fall.

*Graded Schools.*—The Graded Schools in Mill Village and Milton have been taught by Messrs. D. Mack and Nicholas Smith, men of rare qualifications, tact and experience, earnestly devoted to their professional duties, and laboring with commendable zeal and success. The thoroughness and efficiency of these schools are shown in the pupils applying for license at the annual examination, all of whom succeeded in obtaining some grade, and nearly all



received the grade sought. I am glad that the services of Mr. Mack have been retained for another year, while it is with regret that I have to inform you that Mr. Smith has removed to Yarmouth County. That his place may be filled by his successor, I doubtfully hope. Mr. Smith left the impress of his genius upon the *inside* of his pupils' craniums.

The Graded Schools in Port Medway and Brooklyn have been very creditably conducted by Miss Cohoon and Miss Phalen. With pleasure, nevertheless, I welcome back the old teachers Messrs. Baker and Richardson.

*County Academy.*—This institution under the judicious management of Mr. McVicar, is advancing as rapidly as a zealous and efficient staff of teachers, following an improved system of imparting instruction, can carry their pupils on. This, however, is the bright side of the picture. On viewing the darker side I find prevailing among a number of our younger teachers much ignorance, and the most inadequate views of the fundamental principle of education, the end contemplated, and the best method of accomplishing that end. Some few possess a degree of natural adaptation to the profession, yet fail in consequence of a lack of theoretical and practical knowledge. It should be required of every teacher as an indispensable qualification for license to graduate at some Normal College. The superiority of the Schools taught by trained teachers places this beyond doubt. Teaching is a science and an art, and in such institutions its principles are taught and practically applied. Here the teacher learns the material he has to work with, the different avenues through which instruction is imparted, and an intelligent notion of the best method of imparting it. Here he learns to organize, govern, and teach. He learns that "knowledge is not given until it is received,"—that he must come down to a level with the child's mind and lead it on from the known to the unknown—that he must succeed in interesting him with the subject presented, and the mode of presenting it, so that through the perceptive faculties he can develop the reasoning powers of the mind, and thus deriving principles from truths already gained, the child goes on, bearing in his own hands the keys to the storehouse of knowledge. Now and then, a teacher, who has been debarred from the privilege of attending a training school, though sincerely desirous of advancing in his professional attainments, will, with commendable candour, confess his ignorance, and ask for suggestions. To such my views are most cheerfully given and thankfully received. I endeavour to point out the relative importance of the means to the end, the latter being the harmonious growth of all the parts of the complex nature of the child—its full development, morally, physically, and intellectually, while the former is the appropriate exercise of these parts by the imparting of sound knowledge in such a manner as to awaken, stimulate, and strengthen all the faculties of the mind.

The acquirement of knowledge should be made pleasurable. It is a pretty generally acknowledged fact, based upon observation, that at each age the intellectual action which a child voluntarily, and with pleasure, engages in is a heartful one; and conversely, the aversion to and dislike for any particular study is a proof that it is either not adapted to the age, of the child, or that it is presented in an indigestible form. Hence the error of presenting truths in the abstract rather than the concrete of substituting rules for principles. We need no better illustration of this than in the too common method of teaching grammar.

*Grammar* is the science of language, and is based upon the observation and comparison of facts, and our philosophers in language and our learned grammarians observed these facts before they ventured to write a scientific treatise, and yet some of our teachers will attempt to cram grammar into a child's brain "science end first." When will we learn to follow nature? Language was spoken before it was written. Men reasoned before Aristotle or Whately reduced logic to a science.

As a general thing, Grammar is presented to the child too early. Rules are well enough, but the successful artist must see and observe and be vividly impressed with the picture presented to his eye. The skillful physician depends upon observation and experience for the correctness of his diagnosis.

*Arithmetic.*—A much better system of teaching this important branch obtains now throughout the county than that which formerly existed.

The prevailing error seemed to be in plunging the child at once into the mysteries of abstract figures, where he was left to wander for weeks in a region of useless and incomprehensible signs. Now the teacher will, through the medium of objects or the ball frame, give an intelligent idea of number, make plain the principles involved, and, step by step, lead the young mind from the concrete to the abstract, from the known to the unknown. Then, having thoroughly classified his pupils and expounded the rule, he will call into his service the sympathy of numbers as the most effective stimulant, and go on successfully with the work of explaining and illustrating.

A too frequent and general error is an insufficient attention paid to reviewing. The pupil is allowed to take his book and slate, and with an assumed air of business to plunge into a lot of new exercises in blissful ignorance of rule or principles, and waste his time in vain and misdirected efforts. In some schools I have found a "select few," whose reputed standing as the "advanced class" had prevented their giving attention to the teacher's explanations on the board, so long as they enjoyed the reputation of having "puzzled the teacher." I also found it a source of amusement, if not satisfaction, to ask such a class a few questions involving the first principles in arithmetic, as they were almost invariably answered by a look of blank astonishment, strongly suggestive of ignorance upon that subject.

*Reading.*—I am pleased to be able to report a gradual improvement in this subject. That "old style" of singing the lesson in hollow, monotonous tones, has, in a great measure, given way to a distinct, impressive, and intelligent system of reading. Hitherto the importance of this branch did not, in many schools, seem to be fully appreciated, and other more advanced studies were allowed to infringe upon the time allotted to this. A prolific cause of much of the indifferent reading inflicted upon us, is the want of attention paid to the elementary sounds of the language. In some instances, upon questioning the class, I have found that modulation of the voice, inflection and emphasis were altogether beyond the scope of their comprehension. I have invariably urged the imitation of the natural tones of voice, as employed in common conversation, which suggestion has been followed by the most satisfactory results. There is a vast difference between an intelligent exercise of the mind in thinking and feeling, and a mere parrot-like action of the vocal organs in a rapid enunciation of words, which is too often palmed off as reading. Still another cause tending to retard progress in this branch is the unwise and arbitrary interference of parents with the prerogative of the teacher, in insisting upon a premature advancement of their children from one reader to a higher number before they have attained the required proficiency.

*Music and Drawing.*—These exercises I regard not only as pleasing recreations from the sterner studies, but as successful means of communicating and acquiring knowledge; and would earnestly recommend that more time and attention be paid to them in every school. In this respect we are certainly behind our American neighbours. Every teacher, without making it a specialty, should be qualified to impart the rudiments of the useful art of Drawing. Its acquisition is a mental relaxation, while in point of usefulness words are feeble instruments in description compared with the delineations of the pencil.

*Returns.*—The *A* returns have been found generally satisfactory, while the *B* returns are, as usual, far from being reliable.

Some of them are nothing more than a complication of errors, contradictions and absurdities.

One Section will be represented as possessing ratable property three times its actual value, while another has not more than one-half given. Some report *nothing* received by the trustees from "all sources" and the commission to the secretary of the trustees will be estimated at \$5.00 or \$10.00. In one or two cases the column denoting the amount assessed for the year was left blank, and in others the questions were answered by a formidable line of cyphers reminding one of a row of last year's swallow's nests.

*Trustees.*—The record of visitation in the registers of many schools betrays a culpable indifference on the part of Trustees. In the school manual, Sec. 4th, page 20, the duties of these officials are briefly but concisely prescribed and there are times during the year when the stereotyped excuses for the neglect of such important duties cannot be admitted. Trustees have it in their power, by a system of regular visitation, to afford aid and sympathy to the teachers, and stimulate the whole school operation. In many instances the kind and persuasive influence of a Trustee, backed as it is by a certain official authority will induce a negligent parent to send his child to school when a compulsory law would be resisted as an arbitrary measure aimed at his liberty. In appointing a secretary too great care cannot be taken to select an honest and efficient man, who will keep his accounts in a correct and business-like manner.

In Labele Section the trustees were obliged to dismiss the officer for a neglect of duty, savoring, however, more strongly of dishonesty than incapacity. Parents, clergymen, and other public men might also do much more to advance the cause of education by frequently visiting the school, and manifesting an interest in the work of both teacher and pupil. It proves a stimulus to the teacher, by causing him to feel that his labors are appreciated, while in minds of the scholars, the visit of a parent is an event of no small importance.

*The Commissioners* have performed the important duties connected with their office with their usual zeal and intelligence. In the Southern District an increasing interest in the educational affairs of the county is plainly manifest, and I would heartily endorse the sentiments of those Inspectors who are advocating for these gentlemen a more substantial reward for their services than the thanks of the Inspector.

*Examinations.*—There were fifty-nine candidates for license at the annual examination in July. The results were even more flattering to Queens County than those of last year. When sections manifest the appreciation of education in employing efficient and zealous teachers, they will, in many ways, reap an abundant return for the additional expense of supporting superior schools. This is fully exemplified in the successful examinations passed by the pupils from the Liverpool, Milton, Port Medway and Mill Village schools. The same principle of generous salaries to teachers will apply to sections collectively or to nations. Much of the success of our present school system is due to the liberal provision of our teachers in the form of Government Grants, Bonuses, &c. Indeed I ask for no more healthy sign of national life than an ample provision by a government for the support and growth of its educational institutions. Every child within its pale may be regarded as material in an immense political structure whose value and duration will depend upon its quality—as young members of a young commonwealth whose future prosperity will depend upon the patriotism, enlightenment and devotion with which their energies are applied in her material, political and educational development.

In conclusion, I would return many thanks to my friends throughout the county whose hospitality I have been invited to accept—to the Commissioners, whose uniform kindness and co-operation I have already acknowledged, and to yourself for the prompt and courteous attention which I, as a correspondent, have received at your hands, as well as the active interest that you have

always manifested in everything relating to the educational interests of our county.

Respectfully yours,

C. T. ANDREWS.

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

### SHELburnE COUNTY.

A. C. A. DOANE, Inspector.

SIR,—

The statistical papers already forwarded will shew pretty fully the condition of the schools of this county for the past year.

It will be seen that there has been a larger number of schools than at any time since the present school act came into operation, and though the registered pupils do not exceed those of some previous years, yet the Grand Total is much greater, shewing a more regular attendance.

There are now sixty-six sections in this county, and in fifty-eight of these schools have been conducted some portion of the year. Those not having schools were Big Port Le Herbert, East Green Harbor, Middle Ohio, Upper Clyde, Middle Clyde, Enslow's Point, McNutt's Island and Light House Island. Most of these sections are thinly settled and without schoolhouses, which will partly account for the absence of schools.

An effort is being made to erect a school house at East Green Harbor where there are a goodly number of young persons needing instruction. The people of Middle Ohio are also moving in this matter. A site has been obtained, material for building is being provided, and it is designed to have the house in condition for a school next summer. At Enslow's Point a small house has been erected, and so far completed as to render it fit for a school the present term. A new house has been commenced at Charlesville, and is intended for occupation next term. At Hamilton's a frame has been obtained, a site chosen and arrangements made for proceeding with its construction as speedily as possible. Preparations are also being made for building a new house at Shag Harbor. The houses at Hawk and South Side Sections (Cape Island) have been completed, and are convenient and comfortable structures. In both, schools have been held the past term. Those at East and West Sable are nearly completed and were used for school purposes last summer. That at Louis Head it is believed will be ready for opening in the Spring. In some other sections repairs have been effected, old desks removed, and better substituted. Several of our houses are still unsuited to the wants of the sections, some are too small, others inconveniently arranged, and a few are worn out, defaced and uncomfortable. As these latter class are from time to time condemned by the Boards of Commissioners, we hope soon to report better and commodious structures in their stead.

The heating and ventilating of school rooms is often faulty. As on these the health and comfort of the pupils greatly depend, an improvement is needed.

Most of our school premises are now provided with outhouses; resolutions of the Boards enforcing their construction having had a beneficial effect on sections previously without them. It is to be regretted that in many instances the school grounds are not properly cleared or made suitable for the con-

venience and amusement of the pupils. The house and its surroundings should be attractive, and means should be devised for physical as well as mental training.

In reference to the schools the tables will shew that sixty-one were in operation during the winter, of which twenty-two were taught by males, and thirty-nine by females; and sixty-two in summer, taught by eleven males and fifty-one females. The latter, it will be observed, largely predominate, and of these in winter more than one-third were of Grade E, and in summer nearly half. It will also be noticed that in winter only eleven teachers were engaged in the same section as during the previous term, and thirty-five in summer. These frequent changes prove very detrimental, in most cases, to successful teaching.

The number of pupils registered in winter was 2990, being 674 more than the same term last year. The Grand Total days attended by these, 181,228, being 47,823 more than the previous winter. The summer registry contains 2830, or 572 more than the summer before; and the grand total was 189,075 being 29,750 more than the corresponding term of 1875. This shows the proportion of population at school to have been about 1 in 4.4, or more than heretofore reported.

With respect to the schools, it is gratifying to know that in many of them, where first-class teachers are employed, and their efforts encouraged by trustees and others, good work is being done and a fair amount of scholarship, proportionate to the ages of the pupils, is manifest. In several sections the advantages of securing the services of efficient teachers, even at considerably advanced salaries, is becoming more apparent, and a greater disposition is shown to obtain such as are known to be possessed of good qualifications for the office. Too many, however, of our schools are still occupied by inferior teachers, and of the lowest grade of license because such can be engaged at a lower rate of salary. Few seem to realize that trained and educated teachers are needed for elementary as well as more advanced schools. Much of school progress depends upon good teachers, when they have the proper appliances for working with, and their selection by trustees becomes an important duty which they should perform for the best interests of the section.

In government we have found several of our teachers succeeding admirably, and the pupils quiet, orderly and attentive to required duties. The rod as an instrument for enforcing discipline, is getting less in use, and in some schools is entirely discarded. Scholars usually understand when the teacher has the faculty for governing and respect it sufficiently to conduct themselves with propriety. If this faculty is wanting, disorder, noise and confusion ensue.

In reading and spelling there is evident improvement. The phonetic distinctions are more carefully taught, and the different modulations of the voice, with emphasis and inflection, are duly practised. Some teachers read each paragraph before requiring the pupils to do the same, and if all teachers were good readers, such a system would doubtless prove very advantageous. In spelling, pupils are being taught habits of observation so as to learn at sight how to spell any word they may meet with whether in their reading lessons or other exercises, to write from dictation, to compete with each other in classes, and to know the meanings of the words they use.

Writing is not so successfully taught as is desirable. Teachers attribute their failures to an insufficient supply of copy books and a want of uniformity in those provided. To this, in some cases, may be added, an inadequate acquaintance, on their part, with any standard system of writing, a lack of required attention to the proper formation of letters and the practising of the pupils on different copies and in different styles at the same time.

A few painstaking teachers have obviated these difficulties, and the results have been very satisfactory.

Drawing is another branch that is too much neglected. If we wish the young to acquire habits of minute observation, a familiarity with forms and outlines of models and objects in nature, they certainly need to be taught the art of designing and drawing. Few exercises afford greater pleasure to children; and, if their feeble markings were regulated by a skilful teacher, they would soon learn to delineate many of the objects with which they are surrounded. This has been evinced by samples procured from a few schools where drawing is practised.

In our best schools there are pupils possessing a pretty general acquaintance with common school arithmetic and its application to commercial transactions. Intellectual arithmetic also receives considerable attention, and some shew great aptitude for mental calculations.

In English Grammar more oral instruction is being given, the different parts of speech are better understood, and a fuller insight into the analysis and construction of sentences is observable.

Geography forms an interesting study in all our schools. Calkin's Geographies, and Nelson's Maps are those in use, and are highly prized by teachers.

History, Geometry, Algebra and Chemistry of Common Things have been taught in the most advanced schools and in many instances with marked success.

It is to be regretted that in some of our schools there is still an insufficient supply of books and necessary apparatus. Teachers justly complain that they cannot perform required duties without material to work with. Trustees leave the matter of providing books mostly to parents, and many parents are very remiss in this respect. The regulations of the Council plainly require the rate-payers to vote money for the purchase of books and apparatus as well as for other school purposes, and the trustees to furnish them, yet these requirements are not carried out, and seem not likely to be unless measures for enforcement are adopted.

The books used are those sanctioned by the Council of Public Instruction. The readers recently prescribed will prove a valuable accession, calculated as they are to please, instruct and claim the attention of scholars by the varied and interesting subjects presented.

As before stated, the average attendance has been better the past year than usual, and this is an encouraging feature. Teachers, however, still affirm that their best meant efforts are often frustrated by irregular attendance, and doubtless this is one of the chief barriers to educational improvement. It is possible, as we have known in some instances, that teachers themselves might do somewhat towards remedying this evil by making the school room more interesting, and by visiting the homes of their pupils, conversing with their parents and informing them of what is needed for the educational improvement of their offspring.

The registers are, as a general thing, correctly and neatly kept. Trustees are not always careful to preserve the old ones.

The A returns are more satisfactorily filled than formerly. A few are still faulty, and have to be returned. The B returns are often defective. Many trustees not seeming to know how they should be filled.

It becomes my melancholy duty to record the death of one of the teachers of this county. Mr. Leander Reynolds had been but a few years engaged in the profession. He was a young man of much promise and was highly esteemed by his pupils and those with whom he was intimately acquired. His loss is deeply regretted.

In conclusion, I beg to tender my cordial thanks to you, sir, for kind advice and useful suggestions in your correspondence on matters of educational import; to the Commissioners for the interest they have taken in the schools of the county, and the generous aid they have afforded me in the performance

of my duties; and to teachers, trustees and other friends for the evidences of good-will manifested during my visitations.

I remain,

Your obedient servant,

A. C. A. DOANE.

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

### HALIFAX COUNTY.

HINKLE CONDON, Inspector.

SIR,—

In presenting this Annual Report, I shall, after referring you to the Statistical Tables, only call your attention to the most salient points in the Educational affairs of the County during the past year.

*Sections.*—Although Halifax County reports 139 School Sections, yet several of these are so altered in their educational conditions that they cannot, in justice, be reckoned as sections. For example, Goffe's Section, on the Guysboro' Road, is so reduced in numbers that it would be impossible to support a School, and the very few remaining children are accommodated in the Oldham School; Tuft's Cove is included in Dartmouth; Blind Bay and Shag Bay are formed into one; McHeffey Hill, in the Rural District, has been made a border section on Hants County. Eight other Sections, so far as the keeping of a school is concerned, are, for the present, practically extinct.

Montague, which has for some years, owing to the generous interest shown by the proprietors of the Gold Mine, supported a good school, with from 18 to 27 on the Register, is now unable to do so, and unless the mining should be resumed, this Section will also be dropped from the list.

This really leaves 127 as the number of the sections in Halifax County. I feel that justice demands this explanation, as it is quite bad enough to be obliged to report 22 Sections as being without school during any portion of the year, but to leave the impression that 34 were in a like destitute condition would be a discouraging picture not warranted by facts.

We have no changes in the boundaries of the sections, in the past year, although several rate-payers from Pitpizwick East and Spry Bay, petitioned the Commissioners to form them into separate Sections, urging in the first case, that they were at too great a distance from the school house; and in the other that the house was not in the centre, and the road bleak. So determined were they, in the latter case, to be set off as a separate section that, in spite of friendly remonstrance, they erected a school house, evidently thinking that this proceeding on their part would form a foregone conclusion in their favor. But the Commissioners refused their consent, taking their stand firmly on that clause of the law which says: "That it is earnestly hoped that each Board of Commissioners will exert its influence and authority to preserve, wherever practicable, such a number of inhabitants in each section as will enable either graded schools, or the closest possible approximation to them, to be sustained in all the more densely settled portions of the country. No mere preference in favor of one section or another, on the part of parents, should be allowed to interfere with the preservation of the proper bounds of sections. Such bounds should always be determined upon as will enable the people of all the sections

to educate their children in the most efficient and economical manner. This can be attained only by means of large school sections."

In my opinion the interests of education in this Province demand in this respect the most rigid adherence to the law, as there is always a tendency to the multiplication of school sections, which, if not checked, must increase the number of weak and inefficient schools.

*New Houses.*—Hubbard's Cove and Indian Harbor have comfortable houses, the latter with a class room. Upper Prospect has provided three good school rooms. Ferguson's Cove has also a house, finished outside which, when completed, will cost not less than a \$1000. Dartmouth has erected a large and commodious house, very conveniently arranged, for four, and, if needed, five departments. The school rooms are all on the ground floor, and so well arranged that any one school may be assembled or dismissed without disturbing the others. Cook's, Hutchinson, and Little River, in the Rural District, Fitzpizwick East, Musquodoboit Road and Newdy Quoddy in the Eastern District, have also built new houses, making in all 16 school apartments, 13 of which are either occupied or ready for immediate use. Those unfinished will be completed by or during the Summer Term. Twelve have been put in good repair.

In order to give a clear idea of the character of our school accommodations, the following figures are appended :—

No. of school apartments in this County, 134, which may be classed as follows :—

28 Excellent,
48 Good,
32 Middling,
26 Poor, either as to the building or furniture, or both.

We have thus made undoubted progress in a very important part of our school economy during the year 1876.

*Black-boards.*—In many cases these are either insufficient in extent or badly prepared, and even in some of our good school houses the blackboards are of so poor a quality as to interfere much with their successful use in school work. Nothing would remedy this inconvenience more surely than the introduction of Bryne's Patent Blackboard Preparation, as it is cheap, easily applied and very durable, as I can testify from experience.

*Furniture.*—I have been much annoyed in some of our new buildings with the awkward character and arrangement of the desks. The workmen have either lacked interest or skill enough to enable them to work from the plans furnished, and the consequence is that, although quite sufficient money has been expended to secure neat and proportioned furniture, much of it is a complete failure.

*Apparatus.*—Outside of Dartmouth and a few of the larger and wealthier sections we can report but little provision made as yet. The first requisite has been suitable school accommodation; other essentials will follow.

*Schools.*—A glance at the Statistical Tables will show in session for

Winter Term, 106.

Summer Term, 114.

During some portion of the year, 118 in 105—Sec.

The Grand Total of Attendance, as compared with last year, gives an increase of 28,747.

The schools visited before the summer vacation made an average of attendance of 80 per cent. Those visited in the first and second weeks after vacation averaged less than 20 per cent. This, of course, materially decreases the average for the term and may be accounted for, to a great extent, by the fact that large numbers of children are busily engaged, during this season, in picking berries for the Halifax market.



The number of teachers with their respective grades may be thus tabulated :

## WINTER TERM.

A.	B.	C.	D.	E.
1.	10.	49.	31.	18.

## SUMMER TERM.

A.	B.	C.	D.	E.
2.	7.	54.	41.	13.

This gives an increase of teachers holding the higher grades which, all things being equal, is a great gain. All things being equal I repeat, for one of the poorest schools visited, whether reviewed in regard to classification, mode of teaching, order and discipline or progress of pupils, was taught by a Grade B male.

A case like this shows how important it is in the selection of a teacher, to take into consideration more than one point, and not be misled by the fallacy that because a man has succeeded in obtaining a B License he is necessarily a good teacher, and here it may not be amiss to remark that the principle upon which the *bonus* is at present paid seems to me faulty, as it only takes cognizance of the grade and *five* year's service which may have been in as many again sections. As the constant change of teachers is, on all hands, admitted to be so detrimental to the welfare of our schools, if a prescribed length of service in the *same* section were required to secure the bonus it would become a corrective of a most disastrous practice.

After several visits and much effort we have succeeded in opening a school, for the first time under the present law, in the African Section, above Hammond's Plains. Our first step was to repair an old building, which we have done through your aid. We were very fortunate in securing the services of a competent teacher who opened the school, late in the term, with 71 on the register. On the day of my last visit 49 were present. Two of the Trustees were in attendance. The order was good and quite an interest displayed. In this, hitherto, neglected section there are between 90 and 100 children over five years of age.

We have also a careful and successful teacher engaged in the Lucus Section.

The house in the Maroon Hill Section—thanks to your unremitting kindness and help—has been plastered and made quite comfortable. A teacher has been engaged for the next term.

We are also endeavoring to create sufficient interest in the Guysborough Road Section to induce them to organize a school and trust that we shall succeed in doing so by Spring.

In the African, Lucus, Maroon Hill, Guysborough Road, Beech Hill and Preston Road Sections, there are about 250 colored children, many of whom have hitherto had scarcely any opportunity of acquiring the simplest rudiments of an education.

If these sections are to be a credit and not a disgrace to the County they will require much fostering care from Superintendent, Commissioners, Inspector and all concerned.

Their extreme poverty will also render necessary special aid for books, &c.

I cannot pass on without acknowledging the kindness of Mr. MacKinlay who has, from time to time, been very liberal in his gift of books, &c., for the use of these and other destitute sections.

*Dartmouth School.*—It is very gratifying to note the deep interest taken in these schools by the influential men of the section, which is manifested in

various ways. This school has been for five years under the care of Alexander Mackay, Esq., a most efficient Principal, and its distinguishing excellence is the fine drill in natural science which is given not merely in a dry and formal manner from the text book only, but is also skillfully illustrated by carefully conducted experiments.

A careful review of my Notes of Inspection confirms me in the opinion that where a school has been taught for two or more consecutive terms by the same teacher, in a majority of cases the improvement has been decided, and taking into consideration the number of young and untrained teachers engaged, the small and in some instances inadequate support given by the sections, and the constant changes which, most unfortunately, are still going on among the teachers, we may look upon the record of the past year with a fair degree of satisfaction.

*Trustees.*—I think also that some improvement has taken place throughout the county as regards the attention bestowed by trustees on their schools, although they are still far from acting up to the requirements of the law. I would again respectfully suggest that the amount drawn from the County Fund be made contingent on the discharge of their duties.

*Halifax City Schools.*—In November last I made a full and detailed Report to the Commissioners, in which I again called their attention to the overcrowded state of some of these schools, and no doubt measures will be at once taken to remove this obstacle to their success. Although in the discharge of my duty, I have been compelled to mark some of them as poor and inefficient, these are the exceptions, and the majority are doing their work well, and give unmistakable evidence of progress, while a considerable number of them excel in many of those points which go to make up a good school.

Two years ago the Commissioners made an important change in the Morris Street School by appointing a Head Master, whose chief work should be the teaching of Classics. John Jack, Esq., the gentleman to whose care was committed the new enterprise, commenced the rudiments of Latin with 13 pupils. The number has now increased to 18, 14 of whom are also studying Greek. The amplest opportunities of testing the progress of this department has been afforded at the various examinations written and oral. I concur most heartily in the opinion that has been invariably expressed on these occasions as to the solid progress of the pupils. It has not only been solid, but in two classes at least, advanced Latin and Greek, it has been surprisingly rapid.

This special reference has been made to Mr. Jack's department because, to a certain extent, it has been doing the work of a High School, and its success has fully equalled the expectations formed, and has completely vindicated the judgment of those who contend that a well organized High School is a necessary part of the school economy of this city.

Very respectfully yours,

HINKLE CONDON.

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

INVERNESS COUNTY.

JOHN Y. GUNN, Inspector.

SIR,—

For the County of Inverness, for the year ended 31st Oct., 1876. The following Educational Report is respectfully submitted:—

As changes occur, from year to year, in the catalogue of sections, by additions and sub-divisions; in school premises, by improvements in the way of new buildings and increased accomodation; and in the department of County Finance by modifications in the income and expenditure for school purposes,—it will be necessary to furnish the usual tabulated statements, briefly depicting the salient points in the existing educational machinery of the County.

In the combined Districts of the North and South are now embraced the large number of *one hundred and thirty-five*

*School Sections.*

North.....	46
South.....	89
Whole County.....	135

Of the above, *five* district sections were formed during the year just closed.

In May, at the semi-annual meeting of the Southern Board—Albert Sea, No. 35½ was formed by the sub-division of Indian Rear; No. 36, and Centreville, No. 84½, resulted from the union of portions of Brook Village, Scotch Hill and Skye Glen Sections.

At the regular semi-annual meeting of the Northern Board, held a week subsequently to the session of the South—Salt Spring, No. 28½, and Eastern Harbor, No. 3½, were formed by the sub-division of Little Narrows, No. 28, and Cheticamp, No. 3½.

At the November regular semi-annual meeting of the South Board, the residents at the rear of the Banks of Judique were detached from No. 6, and a new section formed in the locality, bearing the commemorative name of "Centennial," No 6½.

For convenience of reference in the distribution of the public school grants, subjoined is the *amended* list of sections now entitled to special aid.

In the Southern District—Craignith, S. W. Bridge, S. W. Ridge, Glencoe, Big Ridge, Judson, Ross Mill, to all as Brook Blue's Mill, Big Brook, Mill Brook, Blues's Cove, Gillis Cove, Boom, Rear Craignith, Lake Horton, N. W. Arm, Rear Long Points, River Dennis Road, River Dennis Chapel, South Cape, North Cape, Scotch Hill, Skye Mount, Big Harbor, Seal Cove and McKenzie's Brook.

In North Inverness—Granloch, Pleasant Bay, Cape Rouge, Jacob, Big Intervale, Egypt, Lake O'Law, Big Brook, South Settlement, Lewis Mount, Cody Settlement, B. C. Ponds, River Loch Bain, Whycocomo Mount, S. W. Egypt, Martin, Widow Lard and Glenmore.

At the May semi-annual meetings—Up. S. West (No. 15), Coal Mines (No. 18), McKenzie's Brook (No. 18½), Light Point (No. 19), West Bay Road (No. 40), Port Hood Island (No. 63), N East (No. 71.) and Dunmore (No. 74)—all in the South were taken off the "Poor List,"—while the following addition were made:—Craignith (No. 4), S. W. Ridge (No. 14), and Blue's Cove (No. 53).

In the North—King Ross (No. 15), Up. East Lake (No. 25), and Big River (No. 36), were taken off, and none added.

*Schoolhouses.*—During the year, at an aggregate expense of nearly \$2000, new schoolhouses have been erected at Eastern Harbour, Maryane Harbour, Whyecocomo, Little Narrows, Salt Spring, Glencoe, Indian Rear, and Centreville. These buildings, although with one or two exceptions, furnished only externally, reflect much credit upon the sections in which they are situated.

Eleven new school-houses are now in course of erection, and the sum of \$3610 has been voted at the last annual meeting to enable trustees to pay off their contract.

During the period elapsing from 1864 to 1872, inclusive of both years, over one hundred new school-houses were erected in this County. Five were finished in '73, and eight in each of the two succeeding years.

Accommodations ranging all the way from "superior" to "bad," are provided for 6212 pupils, and the present estimated valuation of all the school property in the county is put down at \$33,577.

*Rate-payers.*—In the whole county there are three thousand one hundred ratepayers, owning property liable to assessment for school purposes amounting to an aggregate of one million four hundred thousand dollars.

*Children.*—Over 6000 different children attended the public schools during some portion of the year, being over twenty-one per centum of the present population of the county. 580 males and 500 females attended during the winter, whose names were not enrolled during the succeeding half year. It is gratifying, however, to find these numbers largely exceeded by fresh attendance of both sexes during the summer term.

By combining the number of schools in operation during the winter and summer terms, it will be seen that during the year two hundred and forty-four sections were provided with the ordinary appliances necessary for the education of their youth—while the humiliating admission is to be made that no fewer than five sections had no schools of any kind during any portion of the year. In explanation of such circumstances of criminal neglect, it may be stated that some of the sections without schools have been only recently established, and the rate-payers in one or two cases, at least, have not had sufficient time to make the customary provision for school support.

In no period of our educational history has their been a larger number of teachers and assistants employed than during the past school year:—

Number, Male Teachers, First Class	45
“ “ “ Second	81
“ “ “ Third	75

Total Males employed..... 201

Number Female Teachers, First Class	13
“ “ “ Second	21
“ “ “ Third	33

Total Females employed..... 67

“ Males and females (all grades)..... 268

Number Male Assistants, Third Class	8
“ Female “ First “	2
“ “ “ Second “	4
“ “ “ Third “	5

Total number Assistants..... 19

Total number Assistants and Teachers..... 287

The unprecedented commercial depression of the past year, combined with the general dulness in the agricultural and fishing industries, and the extreme financial stringency which naturally resulted from glutted markets, and the absence of public works in the Province—have all materially contributed to a partial, but it is to be hoped, only temporary paralysis of the local sinews of educational support.

The total sectional assessments for the payment of teachers' salaries for the school year, amounted to only \$4,100. Teachers were paid in addition \$7,024, through the Trustees from the County Funds, and \$11,057 from the Provincial Treasury, amounting in all to \$22,181.

By referring to the abstract of B. Returns it will be observed that Trustees' receipts amounted to several thousand dollars in addition to the above—a sum which appears to have been for the most part expended in the erection of new school-houses and also in the repair and enlargement of old ones.

The outlay in keeping in condition and providing a proper supply of Furniture and Apparatus has also been considerable. Trustees and rate-payers are gradually beginning to understand that imported desks and chairs, owing to superiority of material and finish prove in time to be actually *cheaper* than those of ordinary home manufacture. Great care and no inconsiderable cobbling are necessary to the bare existence, beyond the second lustrum of school furniture of the pine and spruce persuasion,—while the imported article is usually regarded as serviceable for a generation.

Black Board surface which is amply provided, and which I regard as an indispensable auxiliary agent in communicating instruction—is not so universally utilized as I would have desired. On some occasions when the teacher is required to make explanations to his class, on the wall—it is just then unfortunately discovered that there is no chalk in the school room. If pressed closely, the admission may come that there has been no chalk for weeks, months, or perhaps for the whole term.

In schools of an intermediate order, the black-board is used in teaching such special branches as Geometry and Algebra, but nothing else.

In schools marked "*superior*" in the "Inspection Notes" the agency of the wall is acknowledged and displayed in every exercise from the lisping child's first lesson in alphabetical symbols, to the heavy class recitation in Mathematics and Natural Philosophy.

In a large number of schools the supply of books is getting tattered and meagre—a fact not to be surprised at, when for the past year only forty-one orders for books were forwarded to the metropolis. Books bought in the local shops are not included in this number.

I am delighted to find that a new Series of school-books has been adopted by the Council of Public Instruction. Much taste and sound judgment have evidently been exercised in the compilation of a series distinguished for copious illustration and a happy choice of interesting reading matter. In this series, from the domains of literature, history and science have gems been culled which should collectively find a lasting place in our Provincial school system.

Campbell's smaller "History of Nova Scotia" is rapidly rising in the estimation of teachers and trustees. It has completely superseded the imperfect sketches of years gone by.

*Income and Expenditure.*—From all sources funds to the amount of \$18000 have passed into the hands of the Trustees, while the annual expenditure was a shade over \$17000—leaving a balance in hand of about \$1000 to meet claims against sections amounting collectively to over \$2000.

Passing to the A abstract for the Winter Term, it will be seen that 138 teachers were employed--

24 first class Males,  
44 second do. do.  
37 third do. do.  
8 first class Females,  
10 second do. do.  
15 third do. do.  
105 Males of all grades,  
33 Females of all grades.

Three male and six female assistants were also employed.

The total time served was 14,054 days, netting a grand total pupils attendance of 308,085 days, and showing a daily average of 2,861 pupils at school during the term.

The enrolment for this term comprising the names of 4,692 pupils in all, comprised of, 3035 boys and 1657 girls. The discrepancy in the attendance of the sexes is attributable probably to two causes--(1) to a great extent to the hyperborean severity of the climate, especially in sections exposed to the full swing of the Atlantic winds and drifts, and (2) to a custom largely prevalent in some country districts--that of alternating the attendance of the sexes with the seasons--mostly girls in summer, and the large majority boys in winter, when the life supporting industries are not capable of development.

Of the number of children receiving instruction in the more important branches--

4620 pupils were taught English Reading,  
8868 " " Oral Spelling,  
1698 " " Dictation,  
1646 " " Geography,  
8361 " " Writing,  
3196 " " Arithmetic,  
1960 " " English Grammar,

British and British American History have been taught with marked success. A good deal of attention has also been bestowed upon Composition, Algebra and Geometry.

The abstracts for the summer term do not vary materially from those for the winter. 130 teachers were employed--

21 Teachers of the First Class Males.  
37 " " Second "  
38 " " Third "  
5 " " First Class Females.  
11 " " Second "  
18 " " Third "

96 Males of all grades.  
34 Females of all grades.

10 Assistant Teachers were also employed--4 males and 6 females.

For this term, the salaries of teachers were obtained from the following sources:

Local Assessment . . . . .	\$2846
County Fund . . . . .	3512
Government Grant . . . . .	5599

The whole amounting to the sum of . . . \$11487

Comparing with the previous term, the Returns shew a slight reduction in the total time teachers were employed, and also in the grand total days made

by all the pupils in attendance—the number for the former being 13,299 days, and for the latter 275,167 days.

The enrollment of pupils exceeded by several hundreds that of previous terms,

Boys, 2172;

Girls, 2776;

making a total of 4948 pupils in attendance during the term.

Of the above

4509 pupils were learning English Reading,

2898 " " Writing,

4437 " " Arithmetic.

2897 pupils received instruction in Geography, and 1645 were included in the various classes in English Grammar. Writing, preliminary, half text and fine, was taught to 2898 pupils; and in British American History 268 names were enlisted. The Geometry and Algebra classes were attended by over 300 pupils of both sexes. In the more advanced schools Composition and Chemistry, Latin and Practical Mathematics received more or less attention.

At the close of this term 10 teachers finished up their work without a public examination. When a school is closed without an examination there is every reason to believe that "there is some rottenness in the state of Denmark."

In the matter of school visitation, rate-payers and especially trustees are guilty of the most culpable neglect. When a farmer hires a man to dig a ditch for him, before he parts with his money he inspects the work to see that it is done according to contract. But when a teacher is engaged to train human beings for a hand to hand contest on the crowded arena of life's battle, when his time of service is expired, his dues are paid, and neither trustees or rate-payers are in a position to say whether the obligations entered into with them have been fulfilled. In this practical age when one hundred cents in the dollar are invariably looked for, it may be asked if trustees and rate-payers exercise plain common sense in engaging a teacher and never calling in to see how he does his work, or whether he does it at all or not? To remedy this evil let legislation step in and compel trustees to visit schools under their supervision, under the penalty of forfeiture of their otherwise legitimate allotments from the public funds.

To facilitate the introduction of the new Series of books into the public schools of the Province, and thus secure that uniformity which is so essential to successful gradation and classification. I would respectfully suggest that the Government should authorize booksellers to make a deduction of 33 per cent. in all orders forwarded by trustees for books of this series.

I am happy to inform you that the late amendments to the School Law are favourably regarded.

One or two additional improvements may be suggested:—

(1.) Teachers should attest to their Returns before or in presence of a School Commissioner.

(2.) Commissioners' services should be remunerated.

(3.) Equal rights should be extended to males and females of Grade C, when employed in aided sections. The present interpretation of the law is both ungallant and unjust, and would not for one moment be tolerated on any soil where the cry of "*Woman's Rights*" was ever heard.

(4.) Inspectors' reports should guide in the distribution of the Provincial and County Grants. It is not in the nature of things to expect fallen humanity to take pride in excelling in a profession in which the doctrine of rewards and punishments is ignored. In the ranks we have what Carlyle calls "hide-bound pedants," with knowledge of little, save a peculiarly well developed faculty for extracting shakels from the public funds. A middle class there also is with no marked characteristics for good or for evil. And a superior order,

with education, communicative tact, and personal magnetism. How long will functionaries rendering services so widely different in character receive the same "recompense of reward" from the Provincial and County Treasuries?

At the last semi-annual meetings of School Commissioners for both districts of the County, resolutions were unanimously adopted authorizing, with the consent of the Council of Public Instruction, the distribution of the Academy Grant among four or more superior schools in the County,—competing schools to have in addition to general efficiency two separate departments—the advanced with a teacher of Grade B., and the primary with one of Grade C. Facilities for the study of Latin and French are also to be provided.

With this emphatic movement to the front, it is to be hoped the night is rapidly passing away, and that the day is about to dawn upon us, when cultivated *thought* will be universally accepted as the true criterion of superiority.

With respect to work performed during the year, perhaps the results of the last teachers' annual examinations furnish the most reliable exponents. At Margaree Forks 79 applicants appeared and 35 were successful. At Port Hood 112 candidates applied and 59 succeeded in obtaining licenses of some grade. At this station two applicants for Grade B. made averages of 66 and 73, and two for Grade C. 72 and 80. When out of a possible 100, an average of 80 is made, a very minute acquaintance with the subjects of examination, is manifested.

Again it is my melancholy duty to record the demise of three prominent veterans of the educational staff.

Rev. Ronald McGillivray, P. P., for years a School Commissioner in the County of Antigonish, and in this County since the inception of the existing School Act—will long be remembered for his constant and fervid advocacy of temperance principles, for his zeal in elevating the intellectual and moral tone of the community, and for the honesty and wisdom of his counsels.

Rev. James Newton, for several years officiated in the two-fold capacity of preaching and teaching. His talents as a temperance lecturer were of a high order, and in English Reading his audiences always considered him unrivalled. He was born and educated in England and died at Margaree.

Henry McKeagney—educated in Quebec, taught school for several years in the Counties of Cape Breton and Richmond, and latterly at Friar's Head in this County. His success as a teacher was only equalled by his genial disposition and unaffected urbanity.

To Commissioners, teachers, and other kind friends "given to hospitality," my most grateful acknowledgments are due.

In conclusion, allow me sincerely to thank you for the friendly assistance and co-operation which I have invariably received from you, not only during the past year, but during our entire official acquaintance.

Very respectfully yours,

JNO. Y. GUNN.

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



## DIGBY COUNTY.

JOHN AMBROSE, Inspector.

SIR,—

In making up my Annual Report I have much pleasure in observing, in the first place, that but one of the Sections in this District was the whole year without a School. You will also notice that the average number of days in which the teachers were occupied in their school-work was quite satisfactory. The attendance at the schools also shows a satisfactory increase.

But on the other hand it will be noticed that the number of female teachers holding the lower grades of license has also increased. Whilst it is true that some of these held permissive licenses which they were able to exchange for higher grades at the July examination, and a few others were stationary in this respect, but yet zealous and successful in this work; several others of different grades were not such persons as the interests of sound education required. The Returns of some of these will further illustrate this fact.

I fear, however, there is an evil now at work, which—unless promptly remedied—will soon drive out our best workers, especially among the male teachers, and replace them with such persons as are willing “to put in the time,” as the phrase is, for a mere subsistence.

For some two years the monies which ought to have been promptly paid from the County Fund have, in many cases, not been forthcoming. Trustees, on sending or presenting their orders to the County Treasurer, have been informed that there were no funds in hand, and they must wait, and some have been compelled to wait for many months. Trustees were thus unable to fulfil their engagements with teachers, and many teachers, to my own knowledge, have in consequence suffered very severely. Appeals have been constantly made to me, as the Inspector, which—to my deep regret—I found myself utterly unable to satisfy. Finding this course ineffectual, both teachers and trustees have applied to you. As no amelioration has yet, I believe, been reached, those appeals are now becoming very importunate. It is very clear that unless something be shortly done to remedy this great and crying evil, teachers who can command good salaries elsewhere will be obliged to leave this District, and their places if supplied at all will be supplied with those who cannot find employment in localities where the Free School System is properly carried into effect. I do sincerely hope the Council of Public Instruction will interfere in this matter with a prompt and effectual remedy if such can be had.

The clause in the School Law which empowers the Board of Commissioners to enable Trustees to assess Sections where a majority refuse an adequate local assessment has been of great value here, and—so far as I know—has, when applied, left no heart-burnings behind. I anticipate further benefit from the property assessment of persons over sixty years of age, as the previous exemption of this pretty large class of property holders has hitherto crippled many Sections. In addition to these, a clause compelling the attendance of pupils at the Public School, or some other, (as in England,) is greatly needed, and the regular and large attendance which will bring in its train Graded Schools and sufficient accommodation will be the happy result.

I am glad to see the Council of Public Instruction has authorized the use of a new series of reading books, which are a decided improvement on those now in use.

There is still a great want of apparatus in many schools in this District, which I am trying to have supplied. The excuse of a want of school funds is urged, and—after all—the prompt payment of the County Fund is the great necessity here just now.

I remain,

Your obedient servant,

JOHN AMBROSE.

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

### RICHMOND COUNTY.

R. BENOIT, Inspector.

SIR,—

I have the honor to submit, for your information, my Report of the schools and the condition of education in this County for the year just closed.

*Sections.*—Two more sections have been added to the number last reported, by the sub-division, at the May meeting of the Board, of Caribou Cove, No. 13, and Cape La Ronde, No. 10. The one formed by the division of the latter has been called "Poirien Village," No. 66; that by the division of the former has been named "Port Richmond," No. 65. This sums up the number of sections in the County to 66. The new sections, I am pleased to state, organized in September, and now have schools in operation.

In preparing my Statistical Tables, I thought proper to enter the number of sections previously reported, viz.: 64; as the new sections could not come into operation before the present year, and could not therefore be counted as belonging to the statistics of 1876.

There are yet several sections which it would be advantageous to divide, and at the next meeting of our Board I shall have to recommend the division of L'Ardoise, No. 28. The idea of erecting large sections in compact settlements is a good one, as graded schools, which have very decided advantages over the miscellaneous, can be thus only established; but large sections in most rural districts are not desirable, for they cause serious impediments to regular attendance. Where such are formed, many children have generally about two miles to walk to attend school, and the result is, that during the winter term, and at seasons when roads are in a bad condition, their attendance is much broken up, if they attend at all.

There were 16 Sections having no schools during the winter, 7 during the summer, and only 3 during any portion of the year. Compared with the figures of 1875 they show a satisfactory advance. In 1875 the numbers were 16, having no school in the winter, 9 in the summer, and 7 during any portion of the year.

*Schools.*—We had 58 schools and departments in operation during the first term being two more than in the corresponding term of 1875, and 67 during the second term, being an increase of 4 over the number in the summer of last year. I have much pleasure to say that this number also gives us 4 schools more than previously reported for any one term yet.

The County Academy was in operation the whole year, having 3 departments, and was ably conducted by Mr. C. P. Chisholm, the Head Master, who proved himself a faithful and efficient teacher. I very much regret to have to report, however, that very few scholars indeed availed themselves of the in-

struction imparted by this competent principal. The number of pupils registered in the High School in winter was only 20, making an aggregate of 11, and the number enrolled in the summer was 12, averaging 7.8. From these statements it is clear that the Institution is not accomplishing the purpose for which it was established and is maintained at so great a cost to this Province. This will be still more evident when it becomes known that of the comparatively few pupils that attended it in the course of the year, not one belonged to other parts of the County, but to the section in which it is located. It therefore confers no benefit whatever upon the County generally, and it must be confessed very few advantages on Arichat section itself; in fact, the rate-payers generally do not seem to appreciate the Academy, and the large grants of which they enjoy all the benefits such as they are. Correctly speaking, it cannot be called a County Academy since pupils of Arichat section only receive instruction in it; and unless more appreciation is shown hereafter of the favor conferred by the yearly grant made towards its support, the C. P. Instruction would do well to withdraw \$600.00, and have it applied to aid sections throughout the County in furnishing their schools with proper apparatus. The money expended in this manner would do more for the advancement of education in this County than it is now doing.

*Teachers.*—The subjoined table will show the number, grade and sex of teachers employed during the year, placed in comparison with the same for 1875:—

1876.	Grades.					Males.	Females.	Both.
	A	B	C	D	E			
Winter Term.....	1	12	18	15	12	31	27	58
Summer Term.....	1	10	19	21	16	36	31	67
Total for the year....	2	22	37	36	28	67	58	125
Total for the year 1875	0	21	31	36	31	64	55	119
	In. 2	1	6	0	D. 3	In. 3	3	6

The male teachers, as will be seen, have a small preponderance over the females, and, what is to be regretted, the lower grades a preponderance over the higher. Of the 10 male Grade B teachers employed in the summer, 3 were over 7 years in the service, 6 over 5 years, and 1 over 3 years; and of the 10 female Grade C employed 1 was for the 2nd term, 3 upwards of 3 years, and 6 upwards of 7 years in the service. As to qualifications and success in teaching, our teachers may be classified as follows: 16 superior, 25 good, 20 middling, and 6 very indifferent. It will be perceived, by this classification, that satisfactory work is done in nearly two-thirds of our schools.

The amount of salaries paid to teachers by trustees during the year was \$6,935.00, averaging \$110.80 per teacher; the Government Grant amounted to \$4,690.00, which added to the sum raised by sections, will make from both sources, an average salary, to teachers of all grades, of \$186.00. Such a salary is undoubtedly too low to secure the best teaching talent. Teachers' salaries from Trustees must therefore be increased if further progress is to be made. I would ask Trustees to make a note of this and have it in mind when they prepare their estimates for the annual meeting. Let us pay our teachers better and we will assuredly retain and obtain the best instructors, and receive a *quid pro quo*.

*Attendance.*—Considering the excess in the number of schools in operation over the previous year, we find that the number of pupils enrolled and average attendance have not proportionally increased, in fact they have not increased at all, as the annexed table plainly shows.

1876	Number of Pupils Registered.	Average for Time in Session.	Per Cent.	Proportion of Population at School.
Winter.....	2537	1257.28	51.63	1 in 5.6
Summer.....	2867	1516.00	52.87	1 in 4.9
Total.....	5404	2773.28	52.25	1 in 5.25
Total for 1875..	5367	2808.00	52.13	1 in 5.2
	Inc. 37	Dec. 24.72	Inc. 0.12	

Having had 6 departments more in operation than in 1875, these figures would indicate a falling off. But apart from the grand cause of ignorance and neglect on the part of parents, it must be explained, that sickness has, the past year, considerably injured the attendance which otherwise would, without a doubt, have been larger than ever before. Diphtheria and other diseases were prevalent in several sections, and in some to an alarming extent during the most part of the year, Grand River, L'Archeveque, and Fourche suffering most from their effects. L'Archeveque school had to be closed for some time during the summer on account of sickness. In Grand River several deaths occurred, and the average made in the school, for the time in session last summer, was only 16 out of 56 registered. In the same school there were but 5 pupils present at the time of my visit in October, and Fourche school had but 3 present. You can therefore understand that extraordinary causes contributed to lessen the attendance very materially.

*School Houses.*—Grand Anse and West Loch Lomond Stations erected suitable houses the past year and had them sufficiently finished to have school in them during the summer term; in Bear Island, Black River and South Mountain buildings are now in course of erection.

I regret to report that the school house of Fourche, which was a suitable and new building, having been erected only a few years ago, was destroyed by fire near the close of the term, and painful to say there is too much reason to believe that it was the work of an incendiary. It is to be hoped that the trustees will find such evidence as will lead to the discovery and punishment of the guilty party.

*Apparatus.*—Our schools are yet insufficiently supplied with apparatus. A few figures will serve to make this evident. The average No. of square feet of Black Board surface per school is 25, which is fair; but the average No. of Wall Maps is only 2. In our 67 schools there are but 15 Ball Frames, 13 Globes, and 1 Gazetteer, not to mention other important essentials which are *conspicuous only by their absence.*

*Amendments.*—The amendments to the school law made during the last session of the Legislature, will meet with the approval of all interested in the improvement of the system and the progress of our schools; more especially that relative to property in the possession of men over sixty years of age was urgent. The evils resulting from the exception of such property to the extent of \$500.00 were becoming year after year more palpable and injurious.

I would again call your attention to the necessity of some change being made regarding the time of the summer vacation as far as Cape Breton and

eastern Nova Scotia are concerned. If the matter was left to each Board of Trustees as formerly, or to the Commissioners, the great inconvenience complained of would be remedied. But if for the sake of uniformity and hygienic reasons it is thought proper not to make any change, I would beg leave to suggest that the scholastic year be made to commence at the close of the summer vacation. The proper time, approved by universal practice, for holding the examination of a school is just before the vacation, a custom which is now being observed in several parts of the Province in our Common Schools. It is awkward it seems to me, besides being opposed to the general interest of our schools, to have the examination just in the middle of the term.

You will permit me here to express my entire concurrence in the views put forth last year in your Report on the much advocated compulsory attendance law. I was some years ago in favor of such a clause in the Act, but having given the subject more thought and acquired more practicable experience in the working of our schools, my views have undergone a change, and I now believe as you do that such a stringent enactment, repulsive to many, would not or could not be carried out, and would therefore remain a dead letter. It is all very well to talk about compulsory education, but its advisability and practicability are other things. The machinery for the enforcement of a law of that nature would have to be very simple indeed, if it did not jar somewhere and lead to much annoyance and confusion, retarding rather than advancing the end in view, the progress of popular education. With the undeniably great progress made by our Free Schools during the past eleven years before us, I think we ought to be well satisfied; and, the past being a guarantee of the future, we have reason to feel confident of continued success. The law, as it is, has so far been worked satisfactorily and harmoniously, and it would be wise, it appears to me, not to introduce any disturbing elements at this stage of our progress and leave well alone. Apart from the trouble it would, in all probability, engender in its operation; there are not a few who believe it is treading on dangerous ground to advocate that the State shall enforce attendance in schools which are entirely under her control. In my humble opinion, if an enactment of that kind were passed, our State schools would no more be free; for I take it that by free schools is meant not only that they are free or open to all without distinction, high or low, rich or poor, white, black or brown; but that one is free also to send or not to send his child to them. The moment there is compulsion in the matter, the liberty of the individual parent ceases, and what then becomes of one of the great principles of our constitution—liberty of conscience?

All which is respectfully submitted,

R. BENOIT.

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

### VICTORIA COUNTY.

KENNETH MCKENZIE, Inspector.

SIR,—

In endeavoring to present the results of my observations during the past year, as to the state of Public Education in this County, I beg to submit the following as my third annual report:—

The number of school sections in the County of Victoria is now 78, being 1 in addition to that indicated in former reports,—the boundaries of which

were determined at the semi-annual meeting of Commissioners in May, to take effect at the annual school meeting of ratepayers in September last. It is designated "Centre Section," No. 76.

The number of Sections, leaving the one just named out of account having no school during any portion of the year was 9.

During winter there were in session 59 schools, giving employment for some portion of the term to 60 Teachers, and during summer there were 69 and 70 teachers.

There was a decrease in the number of registered pupils last winter, as compared with that of 1875; but a slight increase in the summer term, over that of the previous summer, still giving a difference in favor of the year 1874-5 of 101 pupils.

The number of children at school for some portion of the year, as given in the School Returns, is 2803, making a proportion of the population, according to the census of 1871, of 1 in 4 at school.

The following tables, with sex and grade, present a view of the number of Teachers employed during the past two terms:—

## WINTER TERM.

Class.	A.	B.	C.	D.	E.	Total.
Males .....	1	6	11	17	..	32
Females .....	..	..	11	17	11	27
Total .....	1	6	22	34	11	59

## SUMMER TERM.

Class.	A.	B.	C.	D.	E.	Total.
Males .....	1	4	9	14	..	31
Females .....	..	..	11	10	6	39
Total .....	1	4	20	24	6	70

In course of visitation it has been gratifying in general to observe that where the same teacher had been continued in the school for several terms in succession a gradual improvement of the pupils in the various branches of study was more decidedly noticeable.

Of the 59 teachers engaged during the winter term, 25 had been in the same section the previous term,—and of the 70 employed during the summer, 33 had been in the same during the winter.

Most of the teachers here are quite young in the service, and were those of them who are more advanced in attainments, and who are inclined to follow the profession for some time, to avail themselves for a term or two of the professional skill which the Normal and Model Schools at Truro can afford, it would no doubt considerably increase their usefulness.

29 of those engaged during summer had not been over 3 years in the service,—and only 2 of 1st class males, and the same of 1st class females had been in the service over 7 years.

It is a matter of regret that pupils in most of the school sections are still so irregular in their attendance, and that the average of daily attendance is so far out of proportion with the number registered.

Although there can be little doubt that a great deal depends upon the diligence, ability and enthusiasm of the teacher, the wise co-operation and intelligent appreciation of trustees and rate-payers, who show they really have the educational interests of their section at heart, and although the average in the rural sections would, it is believed, be increased were the vacation in summer given at a time better adapted to their circumstances, yet the conviction seems more and more to force itself everywhere, that to effect so manifest an improvement in this respect as would be really desirable, a compulsory law, with the necessary modifications would require to be enacted and enforced.

There were registered in the schools of this County during winter 2132 pupils, and during summer 2429, giving a proportion at school of 1 in 4.6 of the whole population, and making a grand total days' attendance by all the pupils 118,550. The average daily present at school for time in session was 1149.68. But for further minute details I may refer you to the Abstracts of A and B, which have already been forwarded to your address.

I may state in general, however, that while there is still wide room for improvement, on the whole our educational interests in this County are progressive. The principal number of our teachers appear to be diligent, pains-taking, and desirous according to ability and the means at their disposal to do their duty faithfully, and as the result give general satisfaction, and have no difficulty in obtaining situations in sections in which they are well known. It would be very gratifying if this could, in truth, be said of them all; but of the latter as of the former I would simply say, "By their fruits ye shall know them."

During the past year I visited officially 114 schools, 48 the winter term, and 66 the summer.

Owing to the great depth of snow, and the impossibility of getting a horse to Ingonish or Cape North, three or four schools had to remain during the winter term unvisited. Of the four in session at the Cape, however, the Rev. Mr. Clark kindly visited three, and forwarded me the results in Spring.

There were in that locality 5 schools in session during the Summer term, all of which I was enabled personally, although with difficulty to visit in August, which occasioned a fatiguing and dangerous drive on horse-back of 96 miles.

With regard to the Baddeck Academy I have little new to report. A large number of pupils last winter attended the Head Department, and several of them, upwards of 20, stood the examination of teachers in July, and although but one of these succeeded in obtaining the class sought, it would not be a fair inference that the failure of the others, was in any respect attributable either to the quality or mode of instruction imparted in that institution; but chiefly, we presume, to the severity of the tests, and strict adherence to rule insisted on at the examination.

Of 62 candidates at said examination, only 19 succeeded in obtaining any class, and 3 the class sought. One young lady, in 1875, sought and obtained grade C, and at last examination, grade B.

It seems but due here to mention that the School Commissioners of this District are deserving of cordial thanks, which I would hereby beg to tender them for their general promptitude in attendance at the semi-annual meetings of the Board and attention to business submitted for their consideration, as also the people whose hospitality and kindness I have invariably enjoyed during my inspecting tours over the County. It would afford me great satisfaction were the Government to provide that our Commissioners would receive a more tangible expression of gratitude than any words of mine, one which, while it might not weigh down the pocket, might tend to lighten the heart's burden.

Thanking you for your unvaried courtesy,

All of which is respectfully submitted,

KENNETH MACKENZIE.

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

## YARMOUTH COUNTY.

G. J. FARISH, Inspector.

SIR,—

The close of another year brings with it my duty of reporting to you on the present state of the Schools in the County of Yarmouth, and the progress, if any, that has been made in education during the year that has passed.

So far as regards the number of schools open, teachers employed, and pupils attending, we have certainly nothing to boast of, over the previous year,—we have rather lost ground; but in every other respect we can make a good record. We have better qualified teachers in the upper grades, the schools were kept open a longer time than ever before, we have added one new section to our previous list, we have built or purchased six new school-houses at an average cost of one thousand dollars each, and our financial condition generally was never so prosperous. Only five sections owe more than one hundred dollars each. The amount assessed from off the sections has exceeded the previous year by \$2,922; the amount expended for school purposes by \$5,316; and the value of school property by \$6,360. The total value of school property in the County is now put down at \$91,120, but this is too low; \$100,000 would be nearer the mark. This will give an average of \$1,470 for each of the 68 sections in the County.

In school work I find an improvement. The poorer teachers are being weeded out, and those more capable, although not always of a higher grade, are filling their places. Still there are a few who cling to us like burrs, and cannot be shaken off. Time, I hope, will gradually work the desired change. The Registers are more correctly and neatly kept than formerly; the examinations more regularly held; greater attention given to black-board work; a better style of writing adopted, and more interest shown in the schools by both teachers and pupils. All these are changes in the right direction.

From the larger number of schools which have been opened this winter term, I look for an accession to the general attendance; and I believe that in school statistics we shall more than make up the loss of the past year, and again take our stand as a Progressive County. The stringency of the times has had an injurious effect upon us, as upon all commercial communities. Only give our 136,000 tons of shipping profitable employment, and we shall in schools, as in other lines of business, rapidly advance.

The late changes in the Act meet with the approval of all who speak of them. What is now asked for is a compulsory clause; but however much I believe it to be desirable, I do not see how it can be effectually carried out. In many cases I think it would be a dead letter. The trustees and secretaries cannot now be induced to attend to the easy and pleasant duty of visiting the schools and being gratified by the improvement of the pupils under an efficient teacher; how much less will they be willing to perform the difficult and unpleasant work of looking after all the truants and absentees of their section, and the still more odious duty of fining, the parents and guardians. I wish such a law could be properly and effectually enforced.

It is very seldom that I hear anything but approval of the general features of the school act; a grumbler is a rare bird; and as for the open opponent of the system, the character has either died out, or like a bear has retired to his den, there to brood over "the ruin of his country" in silence. Twelve years have worked wonders in public opinion regarding educational affairs.

One of the most pleasing features of the past year is the improvement in



the school rooms. The Commissioners have insisted upon this under penalty of the public grants being withheld; and this decision has had a most beneficial effect. The rooms are putting on a new appearance, repairs and improvements are the order of the day, and will be insisted on to a much larger extent. The outside of the buildings, the grounds and all the surroundings will be attended to during the early spring months; so that, when you visit us next summer, we shall be able to show you a class of school buildings, not to be surpassed, we hope, in the Province.

The plan I adopted, and to which I alluded in my last Report, to ensure a supply of school books and slates in the hands of the smaller children, is working well. It consists in forbidding the teacher to enter upon the Register the name of any child who comes unprovided with a slate, a pencil, and such reading book as he or she may require on entering the school. During the summer visitation I found no instance in which this regulation was not carried out.

In the last term I did not fail to visit every school in the county, in several cases more than once; and the time I devote to each school is seldom less than half a day. Besides this, much time is spent in travelling, the more distant sections being over 30 miles from home.

This is the twelfth Report of the Yarmouth Schools I have had the honor to render under the present Act; and as I have so often and so fully discussed all the usual subjects brought forward in such documents, I shall omit them in the present instance. I will, therefore, close by expressing my thanks for the courtesy I have invariably received from you during the time I have been so intimately connected with the public schools of the country under your superintendance.

I have the honor to be, Sir,

Your obedient servant,

G. J. FARISH.

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