

NS. 1. 117

2
2
2
ANNUAL REPORT

OF THE

COMMON, ACADEMIC,

AND

NORMAL AND MODEL

SCHOOLS IN NOVA SCOTIA,

FOR THE YEAR ENDING

OCTOBER 31st, 1877.



HALIFAX, N. S.

PRINTED BY WILLIAM MACNAB, 12 PRINCE STREET.
1878.

1. NAME OF THE
2. ADDRESS
3. CITY
4. STATE
5. ZIP CODE

Int

No
No
Sal
Sch
Go
Lo
To
To

Pr
Te
Pe
At
At
No
Sch
Vis
Ap
Sch
Ex
Ex
Fu
Ex
Po
Sp
Co
Sp
Co
No
Te
Su

GENERAL CONTENTS.

PART I.—GENERAL REPORT.

Introductory	Page. IX.
--------------------	--------------

ABSTRACT OF STATISTICS.

No. of Public Schools in operation. No. of pupils registered...	X
No. and Grade of Teachers employed.....	XI
Salaries of Teachers	XII
School Houses.....	XIII.
Government expenditure in Public Schools.....	XIII
Local expenditure in aid of Public Schools.....	XIV
Total expenditure for Public Schools.....	XVI
Total Educational expenditure for Nova Scotia.....	XVI

PART II.—STATISTICAL TABLES.

PUBLIC SCHOOLS.

Preliminary	A
Teachers employed.....	B
Period of service of Teachers.....	C
Attendance: Winter Term.....	D
Attendance: Summer Term.....	E
No. of pupils receiving instruction in the various branches....	F—F4
Schools—Time in Session.....	G
Visits to Public Schools.....	H
Apparatus belonging to Public Schools.....	I
School Buildings.....	J
Expenditure Government Funds.....	K
Expenditure County School Fund.....	L
Funds at Disposal of Trustees.....	M
Expenditure of School Sections.....	N
Poor Sections Special County Aid.....	O
Special Government Aid to Poor Sections.....	P
County Academies.....	R—R2
Special Academies.....	S—S5
Colleges.....	T—T2
Normal and Model Schools.....	U
Teachers' Yearly Examination.....	V
Summary of Government Grants for Education, 1877.....	W

PART III.—APPENDICES.

APPENDIX A..

Inspectors' Annual Reports—			Page.
"	"	Annapolis.....	9
"	"	Antigonish.....	19
"	"	Cape Breton.....	23
"	"	Colchester.....	12
"	"	Cumberland.....	47
"	"	Digby—District of Clare.....	15
"	"	" " of Digby.....	17
"	"	Guysborough.....	20
"	"	Halifax.....	42
"	"	Hants.....	25
"	"	Inverness.....	59
"	"	Kings.....	53
"	"	Lunenburg.....	45
"	"	Pictou.....	28
"	"	Queens.....	48
"	"	Richmond.....	64
"	"	Shelburne.....	35
"	"	Victoria.....	38
"	"	Yarmouth.....	68
Report of the Provincial Normal School			3

PART 1.

GENERAL REPORT,
1877.

PART I
GENERAL REPORT

1977

To
I
Gov
year
tion
offic
'men
vari
beer
whic
inter
a su
cam
instr
the
for

Tota

No.

No.

181

028

5

EDUCATION REPORT, 1877.

EDUCATION DEPARTMENT,
Halifax, February, 1878.

To THE HONORABLE THE PROVINCIAL SECRETARY,—

I beg to submit for the information of His Honor the Lieutenant Governor, the Annual Report of the Education Department for the year ending October 31st, 1877. As the year whose educational operations are herein recorded, terminated prior to my appointment to the office of Superintendent, I am not in a position to offer extended comments and suggestions in conformity with antecedent usage respecting the various departments of this important public service. No pains have been spared to present the Statistical Abstract, and the Tables from which it has been condensed in an intelligible form, so that all who are interested in the education of the Province may have placed before them a summary view of its condition, so far forth as numerical results and comparisons can exhibit it. These statistics will be rendered additionally instructive if studied in connection with the Supplementary Reports of the Principal of the Normal School, and of the Inspectors of Schools for the various Counties:—

STATISTICAL ABSTRACT.

1. SCHOOL SECTIONS.

Total No. of School Sections, 1877	1770
" " " 1876	1754
Increase	16
No. of School Sections having no School during any portion of the year, 1877	143
No. of School Sections having no School during any portion of the year, 1876	186
Decrease	43

2. SCHOOLS AND PUPILS.

No. of Public Schools in operation,—

Winter Term, 1877.....	1731
Do. 1876.....	1594
Increase.....	137
Summer Term, 1877.....	1871
Do. 1876.....	1744
Increase.....	127

Pupils Registered,—

Winter Term, 1877.....	80788
Do. 1876.....	77593
Increase.....	3195
Summer Term, 1877.....	89941
Do. 1876.....	82084
Increase.....	1907
THE YEAR:—Boys.....	54738
Girls.....	45972
Total, 1877.....	100710
Total, 1876.....	94102
Increase.....	6548

Proportion of Population Registered in Public Schools,—

Winter Term, 1877.....	1 in 4.3
Do. 1876.....	1 in 5.0
Summer Term, 1877.....	1 in 4.6
Do. 1876.....	1 in 4.7
THE YEAR, 1877.....	1 in 3.9
1876.....	1 in 4.1

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

Winter Term, 1877.....	46380
Do. 1876.....	44586
Increase.....	1794
Summer Term, 1877.....	47000
Do. 1876.....	46161
Increase.....	839

Full Term Average,—

Winter Term, 1877.....	43379
Do. 1876.....	41332

Increase..... 2047

Summer Term, 1877.....	43385
Do. 1876.....	43153

Increase..... 182

No. of Pupils daily present per 100 Registered,—

Winter Term, 1877.....	57.6
Do. 1876.....	56.8

Increase..... .8

Summer Term, 1877.....	56.06
Do. 1876.....	55.8

Increase..... .26

3. TEACHERS EMPLOYED.

Academic Grade,—

	Male.	Female.
Winter Term, 1877.....	27	
Do. 1876.....	21	

Increase..... 6

Summer Term, 1877.....	24
Do. 1876.....	23

Increase..... 1

Class First,—

Winter Term, 1877.....	270	495
Do. 1876.....	259	431

Increase..... 16 Increase..... 64

Summer Term, 1877.....	244	566
Do. 1876.....	216	504

Increase..... 28 Increase..... 62

Second Class,—

Winter Term, 1877.....	259	511
Do. 1876.....	236	298

Increase..... 23 Increase..... 18

Summer Term, 1877.....	200.....	359
Do. 1876.....	179.....	374
Increase.....	<u>21</u>	<u>15</u>
Decrease.....		

Class Third,—

Winter Term, 1877.....	212.....	194
Do. 1876.....	216.....	228
Decrease.....	<u>4</u>	<u>34</u>
Decrease.....		
Summer Term, 1877.....	177.....	331
Do. 1876.....	204.....	327
Decrease.....	<u>27</u>	<u>4</u>
Increase.....		

Total No. of Teachers employed,—

Winter Term, 1877.....	768.....	1000
Do. 1876.....	733.....	955
Increase.....	<u>35</u>	<u>45</u>
Increase.....		
Summer Term, 1877.....	645.....	1256
Do. 1876.....	622.....	1205
Increase.....	<u>23</u>	<u>51</u>
Increase.....		

Total No. Licensed Teachers and Assistants employed,—

Winter Term, 1877.....	1829
Do. 1876.....	1740
Increase.....	<u>89</u>
Increase.....	
Summer Term, 1877.....	1947
Do. 1876.....	1881
Increase.....	<u>66</u>
Increase.....	

4. SALARIES OF TEACHERS.

<i>Received direct from Government,—</i>	
Teachers of Public Schools, by law, 1877.....	\$147574.14
Total direct from Government, 1876.....	134880.13
Increase.....	<u>\$12694.01</u>
Increase.....	

<i>Received from Trustees of various Sections,—*</i>	
Paid to Teachers by Trustees, per agreement—	
1877.....	\$288601.17
1876.....	285569.10
Increase.....	<u>\$3031.98</u>
TOTAL: Direct from Government.....	
From Trustees.....	\$147574.14
	288601.17
Total 1877.....	\$436175.31
" 1876.....	420449 32
Increase.....	<u>15725.99</u>

5. SCHOOL HOUSES.

No. of School-houses built during 1877.....	76
No. in course of erection, Oct. 31st, 1877.....	58
Amount voted for building purposes at meeting Sept., 1877.....	<u>\$32179.00</u>

6. SUMMARY OF GOVERNMENT EXPENDITURE IN PUBLIC SCHOOLS.

<i>Common Schools</i> , 1877.....	\$147574.14
Do. 1876.....	134880.18
Increase.....	<u>12694.01</u>
<i>County Academies</i> , 1877.....	\$ 6600.00
Do. 1876.....	6510.00
Increase.....	<u>\$ 90.00</u>
<i>Bonus to Teachers of Grades</i> :—A. and B. of 5 years service, 1877.	2780.25
do. do. do. do. 1876.	5046.35
Decrease.....	<u>2266.10</u>
<i>Inspection of Schools</i> , 1877.....	14061.69
Do. 1876.....	13760.57
Increase.....	<u>301.12</u>

*The sources from which Trustees derive funds for the payment of Teachers Salaries and the relative amount from each for 1877. will be seen from the following statement:

Paid to Trustees of County Academies by Government.....	\$ 6600.00
Received by the Trustees from the County Assessment Fund.....	106832.73
Balance assessed within the several Sections by vote of rate-payers.....	\$175168.44
	<u>228801.17</u>

<i>Government Expenditure assignable to Counties, 1877</i>	171016.08
Do. do. do. 1876	160197.05
Increase	10819.03
<i>Examination of Teachers, 1877</i>	3070.54
Do. 1876	2572.77
Increase	497.77
<i>Miscellaneous, 1877</i>	4688.76
Do. 1876	10626.73
Decrease	5937.97
<i>Government Expenditure not assignable to Counties, 1877</i>	7759.30
Do. do. do. 1876	13199.50
Decrease	5440.20
<i>Total Govt. Expenditure in aid of Public Schools, 1877</i>	178775.33
Do. do. do. 1876	173396.55
Increase	5378.83

7. SUMMARY OF LOCAL EXPENDITURE IN AID OF PUBLIC SCHOOLS.

<i>Debts of previous years paid off, 1877</i>	\$18538.48
Do. do. 1876	18053.27
Increase	485.21
<i>Teachers and Assistants, 1877</i>	\$238601 17
Do. do. 1876	285569 19
Increase	3031.98
<i>Interest on borrowed money, 1877</i>	12785 41
Do. do. 1876	11766 23
Increase	1019 18
<i>Purchase and Improvement of Grounds, 1877</i>	10243 51
Do. do. 1876	6184 84
Increase	4058.67

<i>Repairs on School Houses and Out Houses, 1877</i>	17923.82
Do. do. 1876.....	12298.59
Increase.....	5625.23
<i>New School Houses and Out Houses, 1877</i>	\$ 26866.51
Do. do. 1876.....	45528.19
Decrease.....	21661.68
<i>School Desks and Seats, 1877</i>	5004.36
Do. do. 1876.....	4204.31
Increase.....	800.05
<i>School Books and Apparatus, 1877</i>	6794.10
Do. do. 1876.....	6008.53
Increase.....	785.57
<i>Fuel, 1877</i>	26811.10
Do. 1876.....	20605.55
Decrease.....	2944.55
<i>Insurance on Schools, 1877</i>	1638.32
Do. 1876.....	4823.39
Decrease.....	3185.07
<i>Commissions to Secretaries of Trustees, 1877</i>	12088.78
Do. do. 1876.....	9491.54
Increase.....	2617.44
<i>Miscellaneous, 1877</i>	10637.42
Do. 1876.....	18155.64
Decrease.....	7518.22
<i>Total Expenditure for Public Schools, 1877</i>	\$431382.98
Do. do. 1876.....	445619.07
Decrease.....	14236.09
<i>Total indebtedness of Sections at close of year, 1877</i>	\$181838.82
Do. do. 1876.....	182634.14
Decrease.....	\$1295.32

8. TOTAL EXPENDITURE FOR PUBLIC SCHOOLS.

Government.....	\$178775.88
Local.....	451382.98
Total 1877.....	\$610158.86
“ 1876.....	619015.65
Decrease.....	\$8857.26

Sources of Funds to meet this Expenditure :

Legislative Grants.....	178775.88
Assessed on Counties by Law.....	106682.73
Raised, or to be raised within the Sections by vote of rate-payers.....	324560.25
	<u>610158.86</u>

9. EDUCATIONAL EXPENDITURE OF NOVA SCOTIA.

Public Schools.....	\$610158.36	Portion paid by Gov. of N. S.
Normal and Model School.....	10162.30	\$178775.88
Special Academies.....	11886.00	5041.00
Colleges.....	49427.70	6750.00
		14700.00
Total, 1877.....	\$681134.36	\$304266.88
“ 1876.....	717274.58	194605.55
Decrease.....	\$ 86140.22	Increase.....\$ 9661.33

I cannot conclude without placing on record my sense of indebtedness for counsel and assistance to Hinkle Condon, Esq., Inspector of Schools for Halifax County.

Trusting that during the current year I may be enabled to obtain by visiting the more important educational points of the Province, and by intercourse with Inspectors, Commissioners, Teachers, and the people generally, an adequate practical knowledge of the condition, working and needs of the system committed to my charge.

I have the honor to be,

Your obedient servant,

DAVID ALLISON,
Chief Superintendent.

175.88
382.93

158.86
015.65

357.26

75 88
82 73
60 25

58 86

paid by
N. S.
75 88
41 00
50 00
00 00

86 88
05 55

31 83

ness
chools

n by
d by
eople
rking

dent.

PART II.

STATISTICAL TABLES.

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

PRELIMINARY TABLE.

TABLE I.—PRELIMINARY.

COUNTY.	No. of School Sections.	No. of Schools having no children in the year.	SCHOOLS.		TEACHERS and LICENSED ASSISTANTS.		No. of Pupils Registered at School.		PUPILS.		Proportion of present population for some portion of the year.	Expenditure.
			Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	No. of Children at School for some portion of the year.	1 in		
Annandale	102	4	92	105	104	140	3696	4050	5128	1	3.5	29779 90
Ampleforth	78	13	71	78	78	78	3174	3546	3948	"	4.2	18319 53
Cape Breton	120	8	126	134	126	134	5807	5507	6567	"	4.2	35324 70
Colchester	136	6	130	123	121	134	5660	5781	6535	"	3.5	39405 23
Cumberland	143	15	126	121	123	128	4832	5491	6580	"	3.6	24075 70
Clare	26	1	26	26	26	26	1092	1092	1092	"	4.3	8928 63
Digby	46	1	46	51	48	55	2078	2272	2692	"	3.6	3289 45
Guysborough	88	14	63	75	63	77	2918	3214	4098	"	4.0	32793 45
Halifax	127	14	112	116	117	119	5365	5348	6728	"	4.06	40750 32
Hants	1	1	96	101	96	101	4878	5324	6074	"	5.30	90150 25
Kingston	95	5	90	103	95	108	4396	5035	5818	"	3.6	32704 50
Kingsessess	138	2	125	141	152	161	4075	5484	6602	"	4.9	31544 83
Lebanon	101	6	101	103	112	109	5121	4832	5956	"	3.6	33672 80
Lunenburg	132	14	97	104	98	104	7001	4531	5125	"	3.8	28854 88
Pictou	145	4	146	152	151	175	2163	2024	2879	"	4.3	49070 99
Queens	67	6	63	50	47	73	2163	2024	2879	"	4.3	16066 68
Richmond	67	6	62	66	63	66	2065	2917	3494	"	4.08	16439 68
Shelburne	66	13	64	69	66	69	2963	2482	3571	"	3.8	26487 00
Victoria	77	10	64	69	64	69	2963	2482	3571	"	4.2	15328 46
Yarborough	68	3	78	76	91	84	4280	4067	5822	"	3.3	38263 91
Total 1877.	1770	143	1731	1871	1829	1947	80788	83941	100710	1	3.9	602399 06
1876.	1754	186	1594	1744	1881	1881	77593	82084	94162	"	4.1	603816 12
Increase.	16	43	137	127	89	66	3195	1907	6548	2		3417 06
Decrease.												

TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &C., OF THE TEACHERS.

COUNTY.	No. of Teachers engaged in same section moved to a new section.		No. of Teachers engaged in same section more than three years in service.		No. of Teachers engaged in same section less than three years in service.		Period of Service of Teachers of the 1st Class : SUMMER TERM.												
	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Male Teachers of 1st Class.					Female Teachers of 1st Class.							
	No. of Teachers.	No. of Teachers.	No. of Teachers.	No. of Teachers.	No. of Teachers.	No. of Teachers.	No. 1st Term em- ployed.	No. up wards of 1 yr. in the service.	No. up wards of 2 but not more than 3 yrs.	No. up wards of 3 but not more than 5 yrs.	No. up wards of 5 but not more than 7 yrs.	No. up wards of 7 yrs in the service.	No. 1st Term em- ployed in teaching.	No. 2nd Term em- ployed in teaching.	No. up wards of 1 yr. but not more than 3 yrs.	No. up wards of 3 but not more than 5 yrs.	No. up wards of 5 but not more than 7 yrs.	No. up wards of 7 yrs in the service.	
Amnapolis.....	27	50	53	37	15	20	1	2	1	2	2	5	19	5	3	4	9	4	4
Antigonish.....	40	46	30	25	1	7	...	1	2	1	2	2	11	...	1	2	1	1	2
Charlottetown.....	71	86	37	32	18	16	...	1	6	1	1	7	11	...	7	2	1	1	1
Colchester.....	39	57	62	55	20	12	...	1	1	...	...	3	4	...	2	7	16	8	7
Cumberland.....	42	51	64	67	16	17	...	1	1	...	...	5	4	...	10	4	9	9	9
Digby.....	9	20	11	4	4	6	...	...	...	...	...	1	4	...	1	1	1	1	2
Gloucester.....	25	44	26	7	11	20	...	...	...	...	...	1	1	...	1	1	1	1	4
Guyahorough.....	23	44	23	23	8	10	...	...	...	...	...	1	1	...	1	1	1	1	1
Halifax.....	44	65	45	43	9	27	...	...	...	...	...	1	5	...	1	5	1	1	1
" City.....	93	92	92	92	9	48	...	...	...	...	...	1	1	...	1	5	1	1	1
Hants.....	29	49	55	48	9	8	...	...	...	...	...	1	1	...	1	1	1	1	1
Inverness.....	67	85	55	48	19	15	...	...	...	...	...	1	1	...	9	4	8	10	7
Kings.....	21	36	51	18	20	53	...	...	...	...	...	1	2	...	2	10	4	2	14
Lebanon.....	35	56	49	37	14	11	...	...	...	...	...	1	1	...	1	3	5	3	14
Pictou.....	63	65	62	51	24	17	...	...	...	...	...	3	2	...	2	2	1	2	1
Quebec.....	33	33	24	22	9	6	...	...	...	...	...	6	10	...	1	8	5	4	2
Richmond.....	34	39	31	20	7	6	...	...	...	...	...	6	10	...	4	5	5	3	3
Shelburne.....	19	29	21	20	7	6	...	...	...	...	...	1	1	...	1	1	1	1	3
Shelburne.....	34	42	17	20	7	7	...	...	...	...	...	1	1	...	1	1	1	1	6
Victoria.....	34	42	17	20	7	7	...	...	...	...	...	1	1	...	1	1	1	1	3
Yarmouth.....	31	42	41	28	7	8	...	...	...	...	...	2	2	...	3	1	1	1	4
Total 1877.....	770	1025	758	652	240	224	6	5	18	43	61	111	28	56	94	62	118	92	116
" 1876.....	782	984	636	609	270	234	7	12	24	31	57	86	32	42	62	53	126	84	105
Increase.....	...	41	122	43	...	...	...	...	3	12	4	25	...	14	32	9	...	8	11
Decrease.....	12	...	...	...	30	10	...	...	1	6	...	...	...	...	...	...	...	...	...

TABLE IV.—PUBLIC SCHOOLS. ATTENDANCE: WINTER TERM.

PERIOD OF SERVICE.

C

VARIOUS BRANCHES : WINTER TERM.

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

COUNTY.	Starting.	READING.		SPELLING AND DEFINITION.		GEOGRAPHY.			DRAWING.		WRITING.			ARITHMETIC.		
		Reading.	Recitation.	Oral on Board- ing Lesson.	Spelling Book and Dictation.	Oral Lessons in Geography.	Geography of Nova Scotia.	General Geography.	Model Cards.	Sketch Book.	First Lesson.	Half Text.	Fine Hand.	Ball Frames.	Mental.	State.
Annapolis	833	3841	2053	3316	2430	1587	688	1376	81	45	602	731	9088	307	2408	3469
Antigonish	135	2943	584	1553	788	644	557	474	0	0	534	701	1017	169	788	932
Cape Breton	1109	5409	2831	3868	2141	1989	1345	1685	0	0	1106	1738	1889	9889	2168	3821
Colchester	2315	4896	2860	4898	3090	3100	1955	1685	215	137	1291	1484	2117	1382	4507	4853
Cumberland	1077	4259	2107	3575	2255	2022	848	1072	834	27	800	964	2164	382	2082	3098
Clare	225	1309	566	831	423	694	284	310	7	25	356	396	384	258	1005	1098
Digby	809	2320	1171	1625	1230	1274	478	648	85	10	430	573	1055	227	1736	2265
Guysborough	671	2750	1124	2250	1166	1639	730	648	169	0	569	695	1228	385	1786	2483
Halifax	2248	5857	2775	4310	2572	3103	1103	1273	174	19	1288	1451	1856	930	3707	4483
" City	3264	4651	2841	4115	2710	3003	1239	2247	989	350	1457	1208	1773	1546	4158	4162
Hants	1252	4204	1624	3772	2554	2652	750	1286	207	43	752	994	2000	516	3281	3874
Inverness	570	4916	1316	4108	1659	1667	923	596	12	0	850	816	1628	194	1986	3037
Kings	2158	5066	2118	4324	3243	1617	801	2135	168	19	828	1212	2531	454	3419	4490
Lunenburg	3078	4786	2119	3916	2254	2830	656	912	135	0	1044	1051	2208	748	3821	4031
Pictou	3633	6668	3496	6283	3431	4309	2407	1775	2480	282	1175	1490	2744	2042	3745	6095
Queens	826	1946	845	1383	1137	908	283	690	161	20	353	661	721	259	1503	1670
Richmond	650	2390	1097	1934	925	700	338	279	7	5	367	477	840	313	1122	1386
Shelburne	1429	2832	1801	2485	1417	1404	525	693	192	20	523	798	1061	277	2718	2424
Victoria	1877	2161	1248	1493	914	787	445	436	16	20	454	536	856	118	1286	1679
Yarmouth	1804	4107	1996	2953	2494	2051	538	1491	245	55	1090	1056	1697	458	2835	3660
Total, 1877	30863	77030	36822	63002	38831	37875	16188	20940	5085	1085	15900	18959	13660	13568	50446	64349
" 1876	29110	74134	35783	62037	37872	37643	17684	19750	3213	760	14776	17374	30588	11100	50168	61943

VARIOUS BRANCHES: WINTER TERM.

TABLE VI.—WINTER TERM: (Continued.)

COUNTY.	GRAMMAR AND ADVANCED.		HISTORY.			English Composition.	Keeping of Accounts.	Chemistry of Common things.	Latin Book.	Algebra.	Geometry.	Navigation.	Natural Philosophy.	Other Branches.	No. of Schools holding public Examinations at close of Term.	No. closing without public Examination.	No. prizes given to pupils.	Prizes given.
	Oral (On Read- ing Lessons).	Text Book.	Of British.	Of British.	Of Other Countries.													
Annapolis	970	1698	516	867	33	498	282	78	24	235	202	35	64	10	65	27	40	\$17 92
Antigonish	357	763	312	252	41	80	65	20	13	137	91	21	4	17	55	16	..	..
Cape Breton	1787	1893	805	486	176	898	132	82	60	402	241	31	75	6	100	26	20	21 10
Colchester	2186	1892	807	1144	383	674	307	88	118	338	218	58	12	9	96	24	68	28 11
Cumberland	1164	1147	978	1038	33	580	210	130	34	205	205	9	41	112	6	82	88	73
Clare	408	246	290	47	66	80	55	10	10	21	22	20	20	893	14	10	..	..
Digby	941	679	187	474	237	202	223	67	17	111	73	17	7	5	29	7	124	14 20
Guyaborough	984	848	369	363	78	211	52	129	25	149	85	6	9	95	57	6	16	9 45
Halifax	2055	1433	890	978	140	788	183	35	23	218	97	4	8	95	25	14	14	7 00
" City	2313	1851	768	1074	122	928	254	207	154	443	297	1	148	183	87	..	..	..
Hants	1826	1870	545	664	51	698	194	115	53	253	198	18	69	44	83	17	81	17 60
Inverness	894	1049	617	468	2	110	103	55	37	301	177	16	20	18	114	11	..	..
Kings	1510	1893	644	1273	76	678	398	352	55	352	410	17	98	59	92	17	..	..
Lambert	1707	980	933	473	135	403	136	63	34	176	114	25	42	7	80	17	..	..
Lambertburg	4052	2401	1491	1198	67	1573	208	1042	178	626	484	41	95	311	133	13	..	..
Queens	739	644	391	383	160	263	186	89	44	132	71	12	20	17	46	..	..	..
Richmond	612	556	165	198	139	68	15	12	95	45	20	22	9	53	0	..	..	..
Sheburne	957	708	247	416	90	407	98	148	15	152	121	8	15	12	50	4	..	..
Victoria	663	633	164	168	20	101	60	70	17	128	94	13	..	4	55	0	..	..
Yarmouth	1537	1432	329	736	87	742	245	92	25	175	145	19	70	153	64	14	..	..
Total 1877	27461	23701	8754	13160	2168	9490	3872	948	4024	3453	3894	797	1872	1395	936	945	442	25
" 1876	24875	22847	9822	11572	2023	8678	3425	2278	775	4064	3299	845	1464	1311	231	771	440	00

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

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

COUNTY.	READING.		SPELLING AND DEFINITION.		GEOGRAPHY.			DRAWING.		WRITING.			ARITHMETIC.		
	Singing.	Recitation.	Oral (on read- ing lessons).	Spelling Book and Dictation.	Oral Lessons in Geography.	Geography of Nova Scotia.	General Geography.	Sketch Book.	Model Cards.	First Lesson.	Half Text.	Fine Hand.	Ball Frame.	Mental.	State.
Annapolis	1083	2469	3845	3115	1619	535	1186	83	55	779	777	1668	635	2451	5171
Antigonish	177	3095	1805	946	696	568	353	...	28	655	698	697	911	911	3171
Cape Breton	1356	3296	3524	2613	1218	1771	1218	...	28	1175	1076	1441	1108	3142	3893
Colchester	3229	2683	4938	3613	3725	1977	1874	398	74	1032	1536	1715	1016	4306	4766
Chatham	1198	4197	3432	1985	3349	847	207	...	28	1385	1184	1739	709	3392	4975
Digby	255	566	891	423	694	324	211	96	38	595	296	384	258	1049	1003
Guysborough	225	1779	1900	1057	1309	359	461	...	38	396	296	384	396	1673	1894
Halifax	700	3472	2407	1194	1662	835	570	209	38	749	716	1057	571	2709	2285
.....	3189	6543	4232	2442	3623	1418	2271	105	258	1127	1459	1567	1339	4603	4462
.....	1518	4824	3987	2442	3091	1011	1300	810	81	1151	1048	1839	750	3898	4445
.....	606	4061	1981	1366	1810	694	634	5	..	871	861	1322	325	164	2715
.....	2212	4114	2325	4030	2126	531	1693	97	..	1011	1032	1725	434	3303	3590
.....	2817	1886	3416	1746	2524	1022	172	172	56	1057	988	1541	873	3344	3399
.....	5501	6908	3874	3143	5424	2031	1526	439	439	1535	1514	2590	1969	5709	5765
.....	946	2029	1125	1458	832	372	433	...	6	373	483	702	431	2426	2491
.....	2474	1361	211	659	742	411	278	6	6	663	559	701	4074	1296	1472
.....	1404	2569	1123	1822	1522	559	569	197	58	663	559	701	4074	1296	1472
.....	2297	1615	129	424	291	424	367	...	..	546	579	651	174	1246	1337
.....	1688	3555	1993	1880	2071	782	1206	115	31	1213	997	1222	595	2768	3412
Total 1877	31406	77569	39253	34294	40940	16385	18625	5172	1232	18180	18128	25698	13913	53991	63387
" 1876	32332	76522	63719	36155	42254	16050	18366	7586	1310	18638	18129	24254	14431	51028	65334

TABLE VII.—PUBLIC SCHOOLS: TIME IN SESSION.

COUNTY.	WINTER TERM.						SUMMER TERM.					
	No. in session less than 50 days during this term.	No. in session 50 days or less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards.	No. in session within 5 days or less of full term.	No. in session the full term.	No. schools in session less than 80 days during term.	No. in session 80 days or upwards but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards.	No. in session within 5 days or less of full term.	No. in session the full term.
Annapolis.....	3	6	9	83	68	39	4	12	16	89	69	50
Antigonish.....	1	6	7	64	56	45	1	3	3	75	67	47
Cape Breton.....	3	3	6	120	102	73	3	8	11	123	110	77
Colchester.....	3	9	12	108	82	31	10	10	50	103	79	48
Cumberland.....	5	10	15	103	71	43	11	12	23	108	88	49
Clare.....	..	4	4	20	12	5	2	4	6	24	18	11
Digby.....	5	6	11	35	28	16	6	6	39	33	33	19
Guyaborough.....	3	5	8	55	45	10	5	5	22	53	46	21
Halifax.....	7	10	17	95	73	44	4	12	16	100	88	51
" City.....	1	1	2	94	56	66	..	3	14	86	67	30
Hants.....	2	8	10	80	56	20	3	14	17	86	67	30
Inverness.....	20	6	26	99	105	96	15	8	23	118	120	96
Kings.....	13	16	29	72	64	31	13	24	37	66	59	33
Leuenburg.....	6	6	12	85	63	22	9	8	17	67	69	32
Pictou.....	8	16	24	130	114	74	8	24	32	120	103	71
Queens.....	1	2	3	43	39	18	..	..	..	70	48	34
Richmond.....	1	3	5	57	37	49	1	12	13	53	50	42
Shelburne.....	5	3	8	46	25	2	3	6	9	54	38	12
Victoria.....	4	8	12	56	41	20	1	6	7	62	53	35
Yarmouth.....	4	5	9	71	52	30	1	6	7	69	54	19
Total 1877.....	96	119	215	1516	1222	713	100	260	360	1511	1328	800
" 1876.....	94	138	227	1439	964	482	110	232	342	1463	1112	708

TABLE VIII.—VISITS TO THE PUBLIC SCHOOLS.

COUNTY.	WINTER TERM.							SUMMER TERM.						
	No. of visits by Trustees of Schools.	No. of visits by Inspectors of Schools.	No. of visits by Commissioners of Schools.	No. of visits by members of Legislatures.	No. of visits by Clergymen.	No. of visits by Teachers.	No. by other Visitors.	No. of visits by Trustees of Schools.	No. of visits by Inspectors of Schools.	No. of visits by Commissioners of Schools.	No. of visits by members of Legislatures.	No. of visits by Clergymen.	No. of visits by Teachers.	No. by other Visitors.
Annapolis.....	829	93	11	52	40	165	977	247	1-2	8	1	30	175	1001
Antigonish.....	41	31	11	2	40	165	977	247	1-2	8	1	30	175	1001
Cape Breton.....	609	126	70	7	53	289	1086	399	90	40	47	99	248	1019
Colchester.....	572	118	36	6	83	288	1240	52	134	68	10	74	205	1084
Gloucester.....	414	24	26	8	75	146	1524	355	21	21	1	88	410	1805
Halifax.....	92	31	10	3	45	31	227	107	32	34	4	113	176	1007
Guysborough.....	192	46	10	4	35	31	411	135	49	15	5	58	67	487
.....	574	105	48	4	49	65	889	314	89	15	5	42	71	1087
Hants.....	168	1-2	168	21	162	126	1246	374	118	60	14	117	115	1200
.....	392	88	16	2	47	146	1043	365	1-2	34	14	968	321	625
Kings.....	566	124	41	3	51	314	1991	578	138	62	10	55	109	1070
.....	366	105	35	2	42	183	1417	378	106	26	3	61	218	1189
Lunenburg.....	399	51	7	52	115	1312	245	104	40	8	62	194	363	1198
Pictou.....	739	143	39	7	39	389	2851	597	154	9	5	71	371	2828
Queens.....	84	48	33	7	41	64	834	370	51	45	2	36	63	474
Richmond.....	435	65	19	7	63	66	485	137	73	33	0	67	130	778
Victoria.....	21	53	21	1	57	76	656	269	68	18	6	147	101	595
Yarmouth.....	341	84	16	3	69	66	2938	168	32	32	0	70	65	2141
Total 1877.....	7803	1689	745	112	1368	2316	22321	6231	1853	935	146	1743	3634	25011
.....	7834	1514	1089	127	1497	2684	18941	6643	1774	823	180	1463	3401	21749
Increase.....	59	119	344	15	135	152	218	612	75	102	33	280	233	3383
Decrease.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..

TABLE IX.—APPARATUS BELONGING TO THE PUBLIC SCHOOLS.

SCHOOL BUILDINGS.

TABLE X.—SCHOOL BUILDINGS.

COUNTY.	Building of School Houses.				No. of School Houses in course of erection, Oct. 31, 1877.	Expended in erection and purchase of buildings since Oct., 1864.	Amount voted for building purposes, Septem. 1st, 1877.	Estimated value of school property held by trustees.	No. of Pupils for which accommodation is provided.	No. of Class Rooms reported.
	No. built in 1876.	No. built in 1877.	No. built in 1874-1877, inclusive.	No. built in 1870.						
Amesbury.....	54	1	1	1	1	24211 00	950 00	41248 00	4735	51
Andover.....	41	2	2	2	2	10487 00	885 00	16657 00	3462	7
Aspen.....	77	6	6	6	6	20257 00	2364 00	32759 00	5305	10
Barnstable.....	56	3	3	3	3	22583 61	1410 00	43200 00	4468	4
Beverly.....	24	3	3	3	3	12947 00	100 00	17627 00	1927	4
Chatham.....	65	1	1	1	1	31288 00	170 00	20424 00	4043	6
Cherry.....	45	1	1	1	1	55661 00	300 00	73120 00	7286	8
Concord.....	81	10	10	10	10	130600 00	5877 00	23700 00	4974	1
Danvers.....	55	1	1	1	1	35750 00	2300 00	27256 00	6788	15
Essex.....	159	8	8	8	8	35101 00	5700 00	46676 00	5015	29
Franklin.....	51	3	3	3	3	84100 00	100 00	10000 00	1000	1
Gloucester.....	75	4	4	4	4	57838 44	2210 00	81905 00	8453	11
Hampden.....	15	4	4	4	4	22630 53	350 00	20040 00	2413	2
Hampshire.....	75	4	4	4	4	12101 30	1610 00	4720 00	3740	3
Higham.....	57	2	2	2	2	12101 30	1610 00	4720 00	3740	3
Richmond.....	59	2	2	2	2	8820 63	1050 00	10617 13	2726	1
Rockingham.....	51	15	15	15	15	82025 00	2050 00	90840 00	9141	41
Salisbury.....	50	5	5	5	5	23170 00	23170 00	905202 03	91648	162
Stratham.....	1042	70	70	70	70	752752 13	44029 50	777611 61	91571	102
Townsend.....	907	76	76	76	76	489441 50	44029 50	137750 42	97	10
Warren.....	75	3	3	3	3	44700 83	13700 80	13700 80	97	10
Wentworth.....	75	3	3	3	3	44700 83	13700 80	13700 80	97	10
Yarmouth.....	50	5	5	5	5	23170 00	23170 00	905202 03	91648	162
Total, 1877, 1876.....	1042	70	70	70	70	752752 13	44029 50	777611 61	91571	102
Increase.....	75	3	3	3	3	44700 83	13700 80	137750 42	97	10
Decrease.....	75	3	3	3	3	44700 83	13700 80	137750 42	97	10

TABLE XI.—EXPENDITURE OF GOVERNMENT FUNDS: PUBLIC SCHOOLS, COLLEGES, &c.

EXPENDITURE OF PUBLIC FUNDS.

TABLE XI.—EXPENDITURE OF GOVERNMENT FUNDS: PUBLIC SCHOOLS, COLLEGES, &c.

COUNTY.	Common Schools.			Inspection.		Teachers' Bonus.	Total to Counties.	Examinations.	Other services and Total for Public Schools.	Colleges, etc., and Total for Education.
	Paid to Teachers, Winter Term.	Paid to Teachers, Summer Term.	TOTAL.	Salaries.	Allowances for Books, Stationery, Postage, &c.					
Adams Co.	\$4,500 88	\$4,500 88	\$9,001 76	710 63	\$10 00	\$105 00	\$698 15	\$4,555 84	Traveling Exp. students Nor. school 252 00	\$147,000 00
Albion Co.	3,002 88	3,202 47	6,205 35	554 43	30 00	310 00	709 88	3,915 23	Special aid for building Poor Sect's 176 00	10,000 00
Chick Co.	5,000 38	5,047 84	10,048 22	928 87	30 00	395 70	1,108 57	5,443 34	Office Salaries 3,000 00	10,000 00
Caldwell Co.	4,949 71	4,912 38	9,862 09	888 44	40 00	59 00	1,004 94	4,911 03	Office Expenses 1,122 21	10,000 00
Carter Co.	5,000 00	5,000 00	10,000 00	921 23	20 00	54 25	2,277 03	5,000 00	Interest paid Bank Nova Scotia 55 25	10,000 00
DeWitt Co.	1,78 49	1,710 38	3,498 87	369 38	70 00	75 00	443 35	1,710 38		
Dorchester Co.	5,000 00	5,000 00	10,000 00	400 73	40 00	6 95	65 85	5,000 00		
Durham Co.	5,000 00	5,000 00	10,000 00	473 35	40 00	147 00	821 35	5,000 00		
Hamilton Co.	4,915 71	4,611 28	9,526 99	81 01	30 00	315 00	1,871 83	4,915 71		
Hamilton Co. (By)	3,27 10	4,01 16	7,28 26	73 91	40 00	371 25	883 11	3,27 10		
King Co.	5,000 00	5,000 00	10,000 00	702 13	30 00	160 50	1,312 83	5,000 00		
Lombard Co.	4,887 80	4,682 08	9,569 88	729 13	30 00	360 50	1,812 83	4,887 80		
Lonsdale Co.	3,468 04	3,468 04	6,936 08	724 81	40 00	208 50	1,324 02	3,468 04		
Luce Co.	3,885 58	3,284 78	7,170 36	1,104 29	40 00	291 25	3,682 58	3,885 58		
Luce Co. (By)	6,031 78	1,224 7 1/2	7,256 53	1,104 29	40 00	291 25	3,682 58	6,031 78		
Richmond Co.	5,000 00	5,000 00	10,000 00	456 65	20 00	130 00	606 65	5,000 00		
Richmond Co. (By)	1,876 00	2,018 77	3,894 77	439 46	40 00	65 00	504 46	1,876 00		
Yamhill Co.	2,869 53	2,843 81	5,713 34	400 43	30 00	40 00	830 86	2,869 53		
Yamhill Co. (By)	3,382 58	3,683 12	7,065 70	584 49	30 00	175 00	1,114 14	3,382 58		
Total 1877.	71,148 75	76,625 29	147,774 04	13,401 09	690 00	3,790 25	17,101 08	71,148 75	\$3,875 38	\$187,500 00
Total 1876.	64,864 58	72,929 89	137,794 47	13,006 57	600 00	3,641 50	16,607 07	64,864 58	\$3,281 38	\$180,600 00
Increase.	6,284 17	3,695 40	9,979 57	394 52	90 00	148 75	494 01	6,284 17	594 00	6,895 00
Decrease.	6,664 12	6,193 19	12,857 31	391 12	250 00	250 00	250 00	6,664 12	5,678 83	9,600 00

*Figures shown to County for School purposes, not returned \$4107 00.

EXPENDITURE COUNTY SCHOOL FUND.

TABLE XII.—EXPENDITURE OF COUNTY SCHOOL FUND.

Names of County and Seasonal Districts.	Amount assessed yearly for Schools fixed by law.		Amount at disposal of Committees for 1877, including balance of 1876.		Paid to Trustees of School.			Amount per Pupil in attendance the Full Term.	
	Amount assessed yearly for Schools fixed by law.	Amount at disposal of Committees for 1877, including balance of 1876.	Winter Term.	Summer Term.	Total.	Winter.	Summer.	The Year.	
Annapolis, County of.....	\$ 5436 30	\$ 5436 74	\$ 2716 54	\$ 2719 90	\$ 5436 44	\$ 1 26	\$ 1 28	2 53	
Antigonish, County of.....	4954 00	4954 00	2477 00	2477 00	4954 00	1 60	1 57	3 18	
Cape Breton, County of.....	1886 20	8717 18	3896 29	3928 53	7824 81	1 36	1 30	2 65	
Colchester.....	6784 70	6245 70	3122 85	3122 85	6245 70	1 04	1 09	2 13	
Cumberland, County of.....	1990 00	7064 70	3527 00	3527 70	7054 70	1 53	1 41	2 96	
Clare, District of.....	3217 00	3220 00	1608 00	1608 00	3217 00	1 30	1 07	2 40	
Digby, District of.....	3532 00	3532 92	1791 00	1744 50	3535 50	1 94	1 84	3 81	
Guyaborough, District of.....	8214 00	8314 00	4117 00	4117 00	8234 00	1 44	1 34	2 80	
St. Mary's, District of.....	1484 00	1434 00	717 00	717 00	1434 00	1 41	1 42	2 82	
Halifax, County of.....	3546 60	3543 79	1769 87	1769 87	3539 74	1 51	1 51	3 02	
Hants, District of (East).....	2844 00	2856 75	1425 31	1425 31	2850 94	1 27	1 31	2 58	
Hants, District of (West).....	7024 80	7025 22	3519 35	3519 35	7038 70	1 22	1 35	2 68	
Inverness, County of.....	6452 70	6452 70	3226 35	3226 35	6452 70	1 30	1 30	2 60	
Kings, County of.....	5746 00	5742 46	2868 70	2873 78	5742 46	1 41	1 37	2 78	
Lunenburg and New Dublin.....	5146 00	5146 46	2573 23	2573 23	5146 46	1 30	1 35	2 65	
Chester, District of.....	9524 20	9534 28	4816 92	4817 87	9634 79	2 49	1 89	4 38	
Pictou, County of.....	3168 50	1592 90	1592 90	1592 90	3168 01	1 34	1 30	2 54	
Queens, County of.....	4280 00	4280 00	2140 48	2139 77	4280 25	1 51	1 21	2 52	
Richmond, County of.....	1898 70	1893 81	953 09	949 35	1901 44	1 27	1 42	2 93	
Shelburne.....	3403 80	3403 44	1702 07	1700 87	3403 54	1 15	1 17	2 32	
Barrington, District of.....	3850 00	3850 00	1925 00	1925 00	3850 00	1 07	1 07	2 14	
Victoria.....	2363 00	2363 00	1181 50	1181 50	2363 00	1 16	1 28	2 33	
Yarmouth, District of.....	106833 00	107537 21	53445 19	53337 54	106832 73	1 40	1 35	2 75	
Argyle.....									
Total.....									

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

FUNDS AT DISPOSAL OF TRUSTEES.

13

TABLE XIII.—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 repairs 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	761 69	\$14459 98	\$5136 44	\$ 80 00	\$ 123 48	\$29801 59	\$600 00	\$21491 59
Antioch	410 75	7564 00	4934 00	801 00	1 70	13731 45	600 00	13731 45
Cape Breton	362 10	14057 86	7824 80	200 00	523 40	22967 17	600 00	22867 17
Colchester	885 39	18478 54	6245 70	2549 15	150 27	28128 05	600 00	28128 05
Cumberland	725 37	8707 36	7054 70	125 00	108 75	16717 18	600 00	17317 18
Clare	159 68	3692 47	1920 00	.....	421 50	6103 65	.....	6103 65
Dagob	190 37	7132 68	3217 00	280 00	282 00	11102 65	600 00	11702 65
Guysborough	618 47	8778 22	4969 60	117 50	126 22	14610 01	600 00	15210 01
Hatfield	940 00	16511 00	8214 00	1550 00	1110 50	28325 50	.....	28325 50
..... City	1825 44	67534 56	6386 47	2500 00	1120 00	72980 00	.....	72980 00
Hants	891 38	36702 07	6396 47	275 60	173 63	24438 55	600 00	24438 55
Halifax	300 00	10290 00	7024 25	132 60	1176 69	18822 25	600 00	19422 25
Ipswich	2112 83	16683 88	6452 70	1009 00	229 07	29478 48	600 00	29190 28
King's	111 49	8884 82	7446 79	1407 00	250 22	19590 28	600 00	20190 28
Lebanon	951 26	2887 89	3634 22	1305 00	2569 35	37808 39	600 00	37808 39
Perth	617 76	4867 80	3106 01	.....	609 00	10330 77	600 00	10330 77
Quebec	61 81	4867 80	3106 01	2309 00	273 00	9686 86	600 00	9686 86
Richmond	1290 65	10500 80	3770 25	452 00	182 23	17354 83	600 00	16854 83
Shelburne	78 30	4625 57	3403 54	.....	.....	7677 41	600 00	8107 41
Victoria	1201 54	24220 26	5713 00	3101 00	308 25	34630 63	.....	34630 63
Yarouath	15164 21	294905 86	106822 73	15064 65	9626 25	441683 70	6690 00	448283 70
Total 1877	15177 20	292155 23	106780 73	23359 68	11464 43	480937 87	6637 30	457574 67
..... 1876	.....	.....	.....	.....	.....	.....	.....	.....
.....	13 05	1940 63	51 98	3255 63	1838 20	9253 67	37 30	9290 97
.....
.....

106883 00 107587 21 58445 19 58387 54 106832 73 1 40 1 35 2 75

TABLE XV.

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.		
	Winter Term.	Winter Term.	Winter Term.	Summer Term.	Total.
Annapolis, County of.....	24	32	\$ 142 55	\$ 174 71	\$ 317 26
Antigonish, ".....	10	11	73 05	61 70	134 75
Cape Breton, ".....	34	16	175 69	67 10	242 79
Colchester, ".....	23	25	133 40	141 08	274 48
Cumberland, ".....	18	13	130 52	74 31	204 83
Digby, District of.....	13	10	87 53	53 95	141 48
Clare, ".....	3	7	21 95	38 77	60 72
Guysboro, ".....	4	4	70 13	33 86	104 04
St. Mary's, District of....	3	5	16 97	25 28	42 25
Halifax, County of.....	21	23	135 00	143 17	283 17
Hants, District of East....	6	8	31 36	40 02	71 38
" " West.....	10	14	75 94	88 35	164 29
Inverness, County of.....	42	44	273 21	274 00	547 21
Kings, ".....	17	28	203 50	182 27	385 77
Lunenburg and N. Dublin..	13	11	94 41	76 91	171 32
Chester, District of.....	5	7	57 87	51 87	109 74
Pictou, County of.....	23	27	138 49	135 23	273 72
Queens, ".....	11	16	147 19	248 20	395 39
Richmond, ".....	16	17	95 91	99 90	195 81
Shelburne, District of.....	1	..	6 06	.....	6 06
Barrington, ".....	2	5	15 38	29 79	45 17
Victoria.....	14	16	115 30	71 66	187 46
Yarmouth, District of.....	4	7	18 62	42 50	61 12
Argyle, ".....	5	6	42 54	44 60	87 14
Total 1877.....	322	352	2303 12	2204 23	4507 35
" 1876.....	304	355	2195 89	2329 14	4525 03
Increase.....	18	..	207 23	.....	.....
Decrease.....	..	3	.....	124 91	17 68

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.....	206 91	259 15	.....	.....	466 06
Antigonish.....	95 10	105 16	.....	.....	200 26
Cape Breton.....	332 23	148 83	.....	.....	481 06
Colchester.....	223 92	226 06	.....	.....	449 98
Cumberland.....	139 14	103 80	.....	.....	242 94
Clare.....	21 64	42 36	.....	.....	64 00
Digby.....	85 98	73 04	.....	.....	159 02
Guysborough.....	66 27	101 17	50 00	80 00	297 44
Halifax.....	183 94	181 35	16 00	.....	381 29
Hants.....	104 80	172 77	.....	.....	277 57
Inverness.....	432 55	166 82	300 00	300 00	1199 37
Kings.....	109 63	196 14	.....	.....	365 77
Lunenburg.....	153 17	155 25	.....	.....	308 42
Pictou.....	212 32	236 16	.....	.....	448 48
Queens.....	108 22	151 53	.....	.....	259 75
Richmond.....	108 07	146 71	.....	.....	314 78
Shelburne.....	23 33	35 38	.....	.....	58 66
Victoria.....	139 22	159 66	.....	30 00	328 88
Yarmouth.....	38 00	109 99	.....	.....	177 99
Total, 1877.....	2934 44	2771 28	366 00	410 00	6481 72
" 1876.....	2697 83	3081 62	331 00	306 30	6506 75
Increase.....	236 61	.....	35 00	13 70	.....
Decrease.....	.....	310 34	.....	.....	25 03

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

	In all Departments.		In the High School only.		Number studying the Languages (in all Departments).												
	Whole No. of different Pupils rolled during the year.	Average No. of Pupils daily present; Winter Term.	Whole No. of different Pupils rolled during the year.	Average No. of Pupils daily present; Winter Term.	Reading and Diction.	Spelling.	Grammar and Analysis.	Composition.	History.	Latin.	Greek.	French.	Total.	Translating authors.	Colloquial.	Total.	
Annapolis.....	250	39	40	13	240	240	189	40	..	5	6	11	2	4	6	15	15
Cape Breton.....	340	321.0	50	25	30	300	300	170	65	5	14	..	..	..	..	10	10
Chatham.....	550	542.0	70	40	310	300	300	100	100	25	5	17	5	4	6	30	30
Colchester.....	650	642.0	101.2	50	37	552	552	165	30	64	12	5	17	5	6	13	13
Colony.....	277	138.8	153.8	50	25	21	140	130	100	22	..	10	4	14	..	5	5
Conception Bay.....	140	84.9	81.0	45	24	24	21	140	130	100	22	..	10	4	14	..	5
Halifax.....	140	84.9	81.0	45	24	24	21	140	130	100	22	..	10	4	14	..	5
Leeds.....	152	67.0	71.0	33	11	11	11	32	32	30	..	30	1	1	1	1	1
Richmond.....	352	331.2	249.8	52	27	31	31	53	53	35	35	10	2	6	13	1	1
Queens.....	310	108.4	126.7	64	32	30	30	307	307	137	6	10	0	28	7	6	13
St. John's.....	111	63.0	50.0	27	9	154	110	110	110	31	4	6	0	..	..	5	5
Victoria.....	60	60	60	27	16	58	58	58	58	12	12	6	12	6	6	6	6

TABLE XVII

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

ACADEMY.	Fine Arts.		Mathematics.					Geography.			History.			Elements of Natural Science.						Other Studies.		
	Vocal Music.	Drawing.	Familiarity.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Navigation.	Surveying.	Modern.		British American.	British.	Greek.	Roman.	Chemistry.	Botany.	Zoology.	Astronomy.	Total Studying.	Natural Philosophy.	Keeping of Accounts.
										Antient.	Acadent.											
Annapolis.....	58	35	165	290	10	23	4	3	4	125	0	14	70	4	6	8	0	0	0	8	4	12
Cape Breton.....	236	45	196	325	54	67	2	16	2	184	0	90	95	0	0	8	2	2	0	14	7	12
Cumberland.....	267	100	328	450	92	100	10	5	5	451	18	30	152	14	15	76	0	0	0	76	8	32
Digby.....	0	40	240	236	50	18	6	3	0	193	0	20	133	0	0	22	0	0	0	22	20	10
Guyaborough.....	40	20	105	180	25	32	0	0	5	80	6	60	40	8	10	25	0	0	0	23	0	15
Lunenburg.....	0	0	490	490	59	57	12	11	0	344	0	86	100	0	31	0	0	0	0	0	14	22
Richmond.....	0	0	117	112	14	11	9	8	7	43	0	22	16	0	0	0	0	0	0	0	0	5
Queens.....	273	0	246	343	37	28	0	0	0	140	0	24	146	26	36	25	0	0	0	26	8	2
Shelburne.....	81	4	237	310	34	34	4	4	0	240	0	80	100	0	0	30	0	0	0	30	19	4
Victoria.....	27	0	150	171	33	26	9	9	0	118	0	19	44	0	15	44	0	0	0	44	9	17

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.
Phoen Academy.....	A. H. McKee, M.A.....	2	1	..	121	84	66	53	40	38	25	..	118	5	49	72	17	112 00	..	42
Yarmouth Seminary.....	Luther E. Embree, B.A.....	..	..	..	86	21	14	7	5	14	..	..	26	..	3	24	17	40 00	..	43
H. Grammar School.....	Edward Gilpin, D.D.....	..	..	..	40	40	40	10	10	10	..	..	24	14	30	..	..	60 00	1 50	41
Inst'n for Deaf and Dumb..	J. Scott Hutton, M.A.....	..	..	..	40	40	40	10	10	10	..	..	24	14	30	..	..	60 00	1 50	41

TABLE XVIII.—(Continued.)—SPECIAL ACADEMIES.

ACADEMY.	Rooms, &c.		Library and Apparatus.					Income.			Expenditure.									
	No. of School Rooms and Class Rooms.	Number of Rooms for Boarding Pupils.	No. of Rooms.	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.	Total.
Picton Academy.....	3	10	3	700	4	45	700 00	800 00	800 00	25 00	35 00	140 00	1700 00	155 00	85 00	100 00	100 00	35 00	305 00	305 00
Yarmouth Seminary.....	2	8	2	.....	.....	10	.....	500 00	500 00	500 00	500 00	1400 00	1300 00	850 00	850 00	300 00	300 00	35 00	305 00	305 00
Halifax Grammar School.....	2	8	2	.....	.....	8	.....	.....	.....	450 00	.....	600 00	1000 00	400 00	50 00	.....	.....	.....	450 00	450 00
Inst. for Deaf and Dumb.....	3	10	3	.....	.....	24	.....	1000 00	1000 00	3270 00	2069 00	2500 00	8077 00	1722 00	430 00	448 00	448 00	458 00	458 00	7926 00

TABLE XVIII.—Continued.**PICTOU ACADEMY.**

Only the two highest Departments of the Academy Proper are returned here—the Classical and Mathematical. The other Departments form an organic part of the Common School system of the Town.

Pupils "grading" out of the highest Department of the Common Schools, and also students from the county who can "pass" the entering examination are admitted free.

A. M. MCKAY, B. A., *Principal.*

INSTITUTION FOR THE DEAF AND DUMB.

(a) Most of the Pupils are free. The amount received for Board and Tuition from Pupils was only \$399.

(b) For explanation of the method and course of instruction, peculiar to Departments, See Education Report for 1868, Table R.

(c) This includes \$500 extra grant for Building Fund. Besides the N. S. grant, \$1000 was received from New Brunswick, and \$500 from P. E. Island Governments for the pupils from these Provinces.

(d) This includes the Secretary's and Matron's salary, Servants wages, provisions, fuel, light and all household expenses.

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

YARMOUTH SEMINARY.

Thirty-two pupils of the Central Public School have attended the French, Latin, and other classes during the year.

LUTHER E. EMBREE, B. A., *Principal.*

TABLE XIX.—COLLEGES. (Continued.)

COLLEGES.	PRIZES.		LIBRARY.		ENDOWMENT.		INCOME.				EXPENDITURE.																	
	No. graduated H. A. or M. D. in course during year.	No. matriculated for full course during year.	Minimum Age for Matriculation.	Number of years' study embraced in course.	Amount of fees for course and Degree of B. A.	Number awarded during the year.	Number awarded during the year.	Value of Prizes awarded during the year.	Number of bound Volumes added during the year.	Total Number of Bound Volumes.	Estimated Cash value of Apparatus.	Funds Invested.	Value of Real Estate.	Total.	Funds Invested.	Value of Real Estate.	From Real Estate.	From Fees, Contributions, etc.	Provincial Grant.	Total.	Salaries.	Expended in erecting or improving buildings.	Miscellaneous.	Total.				
King.....	17	15	3	19	.....	18	10	684	720	13,000	10,880	37	678	60	.....	2,400	.....	2,400	8,078	00	6,805	1,011	50	317	91	11,414	41
Acadia.....	18	15	4	15	100	28	234	.....	2,905	48,864	00	2,333	46	750	00	1,185	72	3,000	7,063	38	9,079	1,142	78	1,305	19	8,856	97
St. P. Xavier.....	6	23	1	12	70	.....	50	2,150	400	.....	1,300	00	5,400	00	1,900	00	5,400	.....	1,900	00	5,400	.....	00	00	00	00	00
Mount Allison.....	1	16	15	3	12	2	0	8	3,000	00	15,000	4,300	00	2,000	00	8,100	00	2,400	12,800	00	6,400	500	00	5,000	00	12,800	00
Halifax University.....	1	1	1	1	1	1	1	.....	1445	15,000	15,000	00	.....	.....	720	00	1,500	.....	2,200	00	1,700	300	00	387	00	2,887	00
Total.....	42	55	11	41	213	83	150	.....	1445	15,000	15,000	00	.....	.....	103	00	1,500	.....	1,054	00	442	.....	.....	1,382	64	18,54	64

* Three Professors' Salaries additional paid by the Presbyterian Synod, \$490. Total Salaries \$19,470.00. Total Expenditure \$13,626.97.

TABLE XX.

PROVINCIAL NORMAL AND MODEL SCHOOLS, TRURO.

	STUDENTS.						EXPENDITURE.					
	No. of Teachers.	No. attended full Season.	No. attended part of Season.	Total.	Average Time of Attendance.	No. granted License.	Salaries of Teachers.	Contingencies, Books, Fuel, &c.	Repairs of Buildings.	Insurance.	Other Expenses.	Total
NORMAL SCHOOL												
1877.....	4	43	97	140	23	73	\$3,090.00	\$400.00	..	\$20.00	..	\$4,320.00
1876.....	4	49	100	189	21	61	3,900.00	400.00	..	20.00	..	4,320.00
MODEL SCHOOL												
1877.....	10	688	485	709	469	881	\$4,500.00	\$300.00	\$108.30	\$35.00	\$100.00	\$5,842.30
1876.....	11	..	..	..	..	..	4,200.00	800.00	78.47	30.00	80.50	4,394.97

TEACHERS' YEARLY EXAMINATIONS.

TABLE XXI.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION. 1877.

	No. Candidates examined for Grades.					Total number examined.	No. granted Grade applied for.					No. received Grade sought.	No of Candidates granted License of Grades.					No. received License.	No. failed.	No. New Candidates.
	No. Candidates examined for Grades.						No. granted Grade applied for.						No of Candidates granted License of Grades.							
	A.	B.	C.	D.	E.		A.	B.	C.	D.	E.		A.	B.	C.	D.	E.			
Amherst.....	3	51	53	7	7	114	1	8	10	10	10	24	1	11	15	33	24	72	42	50
Antigonish.....	15	51	24	3	3	93	1	4	1	1	1	11	1	1	1	20	23	55	38	31
Bridport.....	2	21	24	7	7	37	1	1	1	1	1	5	1	1	1	6	4	11	26	7
Barrington.....	2	10	21	13	13	49	1	4	6	4	4	14	1	4	5	3	5	13	36	6
Bridgton.....	1	11	67	24	13	113	1	2	2	2	2	33	1	2	3	29	27	90	25	59
Clare.....	1	18	9	10	10	38	1	1	1	1	1	11	1	1	1	3	11	21	17	12
Digby.....	1	5	15	16	9	46	1	3	7	9	4	21	1	3	3	15	9	37	9	24
Guayborough.....	1	1	10	32	5	49	1	3	3	3	3	18	1	2	3	3	17	35	14	27
Halifax.....	3	14	93	60	9	179	3	38	2	2	2	46	2	3	42	33	74	159	69	67
Liverpool.....	1	8	35	27	3	74	1	4	1	1	1	4	1	4	13	13	19	46	35	11
Mahone Bay.....	1	5	24	26	12	68	1	4	10	5	6	9	1	1	13	16	10	35	35	11
Margate Forks.....	1	5	43	19	3	70	1	1	1	1	1	7	1	1	1	1	1	1	1	1
New Glasgow.....	1	34	68	2	...	104	1	10	48	2	1	27	1	1	19	22	18	100	63	32
Normal School.....	...	8	40	32	8	88	...	2	13	2	1	18	...	2	16	18	17	53	35	32
Pictou.....	...	12	74	29	4	119	...	3	21	5	5	24	...	3	23	23	23	70	43	34
Port Hood.....	...	10	17	5	5	32	...	3	5	5	5	10	...	3	5	7	6	18	14	11
Shelburne.....	...	3	5	12	3	8	...	3	5	2	2	8	...	3	5	4	4	8	10	13
St. Mary's, Halifax.....	...	1	6	12	3	22	...	1	1	2	2	4	...	1	1	1	1	4	10	12
Sherbrooke.....	2	20	67	41	4	134	2	12	1	9	3	16	2	2	14	35	12	65	69	34
Sydney.....	...	24	60	2	2	86	...	11	29	3	3	40	...	11	38	21	70	16	16	46
Tatamagouche.....	4	10	96	53	13	146	3	2	14	13	2	34	3	3	20	40	35	101	45	62
Truro.....	1	12	50	20	7	51	1	5	5	2	13	1	1	5	15	12	33	18	21	21
Wolfeville.....	2	15	7	4	4	153	2	3	22	6	6	33	2	3	34	35	26	100	53	51
Yarmouth.....	...	17	17	12	12	51	...	2	3	5	...	12	...	3	6	10	13	32	19	18
Total, 1877.....	18	190	984	715	151	9058	15	56	319	132	32	554	15	58	389	481	401	1344	714	747
" 1876.....	17	146	722	692	184	1761	16	82	245	69	19	481	16	82	276	299	318	991	770	575

TABLE XXII.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1877.

Common Schools	\$147,574 14
County Academies	6600 00
Teachers' Bonus	2780 25
Inspectors' Salaries	13,401 69
" Stationery, &c.	660 00
Examination of Teachers	3070 54
Travelling Expenses Pupil Teachers Normal School	625 00
Office Expenses	1122 21
Special Aid to Poor Sections	176 00
Normal and Model Schools	5041 00
Colleges	14,700 00
Special Academies	5750 00
Salaries Office	2600 00
Interest	165 55
Total 1877	\$204,266 38
" 1876	194,605 55
Increase	\$ 9660 83

4 14
0 00
0 25
1 69
0 00
0 54
25 00
22 21
76 00
41 00
00 00
50 00
00 00
65 55
66 38
05 55
60 83

PART III.

APPENDICES.

To

resp

T
fort
of J
larg
wer
ing
S

grac
Sixt
tenc

M
Apr
the
twel

T
woo

W
the

T
my
actu
ined
trave
inab

U

very
are u
sessi
barr
after
open
of hi

Th

Scho
year,
of st
shoul

Ac
is giv
recite

APPENDIX A.

REPORT OF NORMAL SCHOOL.

To DAVID ALLISON, Esq., L.L. D.,

Sir,—

The following Report of the Normal School for the Session 1876-7 is respectfully submitted :—

The total number of students enrolled was one hundred and forty, of whom forty-three attended the full session. During the Winter Term, from the first of January to the end of April, we had over one hundred in attendance, the largest number attending at any one time in the history of the Institution. We were compelled to fit up temporary desks and seats, and to crowd the building much beyond what was consistent with comfort, progress, or health.

Seventy-three students were awarded Normal School Diplomas,—twelve in grade "Superior," forty-seven in grade "Good," and fourteen in grade "Fair." Sixty-seven received no Diploma, the cause in most cases being insufficient attendance.

Many of those who already held license left the Institution at the end of April to take charge of schools. Of those examined for license at the end of the Session in July, eighteen were successful in obtaining Grade B, of whom twelve were young ladies. The number obtaining Grade C was fifty-one.

The Governor General's Silver Medal was awarded to Miss M. H. Lockwood of Cornwallis; the Bronze Medal, to Miss M. Brown of Truro.

With a view to increase the efficiency of the Institution on our removal to the new building in November, 1878, I would offer a few suggestions.

The standard of admission should be raised at least to that of grade D. In my opinion it would be well to require that applicants for admission should actually hold a license; or to make arrangements by which they can be examined in their own county. Otherwise some may incur considerable expense in travelling from remote parts of the Province, and fail to gain admission through inability to pass the required examination.

Under our present regulations, students are admitted at any time. This is very detrimental to the interests of the institution. Those who come in late are unable to join classes which have been organized at the beginning of the session, with any great profit to themselves; and they are to some extent a barrier to the progress of the others. I would suggest that none be admitted after the day of formal opening, which is one week after the day of nominal opening. If any exceptions were made, it should be in favor of old students of high standing.

The time of attendance required to render a student eligible for a Normal School Diploma should be increased. Three-fourths of one session, or school year, is all that is now demanded. If the time has not arrived for a course of study extending over two or three years, one full session, at the very least, should be required.

According to existing regulations, in some cases the Normal School Diploma is given as a separate document; in other cases the Normal School standing is recited or inscribed in the Provincial License. A uniform plan should be

adopted, and, for various reasons assigned in my former Reports to the Superintendent of Education, I am convinced that it would be much more satisfactory to make the Normal School Diploma separate and distinct from the Provincial License.

In order to secure full and thorough qualifications to those under training, and to give the institution a position equal to the Normal Schools in other countries, we require a somewhat broader curriculum. The subjects which more especially demand attention are *Physical Science*, *Drawing*, and *Elocution*. The introduction of these branches involves an addition to the teaching staff. It has occurred to me that possibly our wants in these departments could be met by making arrangements with neighboring institutions, in Halifax or elsewhere, by which a portion of the time of qualified Professors might be given to each, and the expense shared in proportion.

I have the honor to be, Sir,

Yours, with respect,

J. B. CALKIN.

Normal School, Truro, Dec. 31st, 1877.

NORMAL SCHOOL.

NAMES OF STUDENTS, &c.

NAME.	COUNTY.	Normal, School Diploma.	Prov. License Obtained.
Harriet Archibald.....	Colchester	Not classed	
Mary Archibald.....	"	Superior 79	B.
Minnie Brown.....	"	" 76	
Etta Berry.....	"	Not classed	
Ada Blanchard.....	"	"	
Minnie Shields.....	Yarmouth	Good 59	B.
Clara Kirkpatrick.....	Colchester	" 74	B.
Phebe Cohoon.....	Shelburne	" 58	B.
Minna Killam.....	Yarmouth	Superior 82	C.
Maria C. Killam.....	"	" 80	B.
Bella M. Fowler.....	Colchester	Good 60	C.
Clara M. Archibald.....	"	" 52	C.
Sophy MacDonnell.....	Cumberland	" 71	C.
Carrie E. Parsons.....	Colchester	" 69	C.
Jemima Olding.....	Colchester	" 71	B.
Rebecca B. O'Brien.....	Hants	Superior 75	
Bessie Dowling.....	Lunenburg	Good 58	
Kate McKay.....	Colchester	" 62	
Maria C. McKenzie.....	Cumberland	Not classed	
Amanda Norris.....	Colchester	Superior 77	B.
John W. H. King.....	"	Good 68	D.
Marsden Rlois.....	Hants	" 70	B.
Jonathan Woodbury.....	Kings	" 71	B.
Melbourne Clark.....	Annapolis	Superior 76	
Fred. A. Rand.....	Kings	" 78	B.
Harris S. Condon.....	"	" 77	B.
Mary McKay.....	Colchester	Not classed	
Amanda S. Hirtle.....	Lunenburg	Good 52	C.
Jessie Patterson.....	Kings	" 71	
Janet McDonald.....	Colchester	" 57	C.
Ellen Dickie.....	"	" 67	B.
Jannette Archibald.....	Yarmouth	Superior 76	B.
Mary Thompson.....	Antigonish	Fair 48	
James W. Tingley.....	Inverness	Good 67	C.
Howard Pineo.....	Kings	" 73	
Joseph Beckwith.....	"	" 68	B.
Lalia Beckwith.....	"	Not classed	
Annette Nauffts.....	Halifax	"	
Susan M. Flemming.....	Colchester	"	
Amanda Hanna.....	Halifax	Good 61	

NORMAL SCHOOL—Continued.

NAME.	COUNTY.	Normal School Diploma.	Prov. License Obtained.
Jane Weatherby.....	Colchester	Fair 37	C.
Bessie Stevens.....	"	Not classed	
Alice Stevens.....	"	Fair 45	C.
Kate Hayden.....	Yarmouth	Not classed	
Sarah H. Rose.....	"	"	
Mary E. Whitney.....	Lunenburg	Fair 40	C.
Maud McKenzie.....	Colchester	Not classed	D.
Lucy Wisdom.....	Halifax	"	
Maggie Blois.....	Hants	"	
Maggie MacKinlay.....	Colchester	Good 56	C.
Tryphena Shaw.....	Hants	Not classed	
Mary J. McNab.....	Cumberland	"	
Ellen McDonald.....	Yarmouth	Good 62	C.
Minnie Archibald.....	Colchester	" 59	C.
Lucinda Sandeson.....	"	" 67	C.
Frederick Blair.....	"	Not classed	D.
Rosa D. Bland.....	Cumberland	Fair 42	C.
Bessie Saxton.....	Colchester	Good 53	D.
Susan J. Sibley.....	"	" 58	C.
Teresa Boehner.....	Lunenburg	" 62	C.
Marian Scarfe.....	Halifax	" 67	C.
Jennie McLean.....	Cumberland	Not classed	C.
Jane Fitzgerald.....	Antigonish	"	
Firman McClure.....	Colchester	Good 53	
Ernest Crosby.....	Annapolis	Not classed	
John March.....	Colchester	"	
Shubael Dimock.....	Hants	Fair 47	C.
Frederick Murphy.....	"	" 46	C.
Lizzie A. Fynn.....	Inverness	Not classed	
Maggie Hennesy.....	Colchester	Fair 45	D.
Susan P. Fulton.....	"	Not classed	C.
Robert Malcolm.....	"	Fair 44	C.
Alexander Robertson.....	Pictou	Not classed	
Asa McDonald.....	Hants	"	
Mary Kerr.....	Cumberland	Good 53	C.
Luella Hatfield.....	"	" 52	C.
Agnes A. Hennesy.....	Colchester	Fair 37	
Maggie M. Semplo.....	"	Good 66	C.
Bebecca C. Kinsman.....	Kings	Good 67	C.
Ida Lockhart.....	"	" 70	D.
Mary E. Kennedy.....	Cumberland	Fair 32	C.
Emma Fulton.....	Colchester	Not classed	
William Ringer.....	Shelburne	"	
Susan Cutten.....	Colchester	Fair 30	D.
Maggie Hislop.....	"	Not classed	
Eva McDougall.....	Hants	Good 54	C.
Melissa Sterling.....	"	Fair 46	C.
Lavinia E. Outlink.....	Annapolis	Good 52	C.
Liblée Archibald.....	Colchester	Not classed.	D.

NORMAL SCHOOL—Continued

NAME.	COUNTY.	Normal School Diploma.	Prov. License Obtained
Frances McKay.....	Colchester,	Not classed	
Alida Hamilton.....	Hants	Good 65	C.
Annie Eaton.....	Kings	Not classed	
Cassie Archibald.....	Pictou	"	
Lucy Sandford.....	Kings	Good 60	C.
Jessie Clarke.....	Halifax	Fair 38	D.
Eva Lynda.....	Colchester	Not classed	E.
Annie Cuttle.....	"	"	B.
Ellen M. Porter.....	Yarmouth	"	
Clara B. McKay.....	Colchester	Good 65	C.
Bessie Eaton.....	Kings	" 52	C.
Emma Beckwith.....	"	" 64	C.
Minnie Archibald.....	Halifax	" 69	C.
Mary McCully.....	Colchester	" 65	B.
Ada F. Stephens.....	Hants	" 62	C.
Harriet A. Ellis.....	Yarmouth	Superior 80	
Calista D. V. Ellis.....	"	" 80	
Annie Masters.....	Kings	Good 68	B.
Mira H. Lockwood.....	"	" 72	B.
Alexander McKenzie.....	Inverness	Not classed	
Louisa S. Johnson.....	Kings	"	D.
Clara A. McCart.....	Colchester	"	D.
Eliza C. Sibley.....	"	"	
Susan C. McLaughlan.....	"	"	C.
Nettie K. Hynds.....	"	"	D.
Susan McLellan.....	Hants	"	C.
Emma Archibald.....	Halifax	"	D.
Eveline Farnell.....	"	"	C.
Mary B. Lantz.....	Cumberland	"	C.
Alparinth Soley.....	Colchester	"	C.
Emily A. Cox.....	"	"	C.
Jane Johnson.....	"	"	
Sarah Brown.....	Kings	"	C.
Matthias Ryans.....	Colchester	"	C.
Alexander Hubley.....	Halifax	"	D.
Minnie A. Fishier.....	Colchester	"	
T. M. Martin.....	Kings	"	D.
Jacob Barnhill.....	Colchester	"	C.
Angus J. Murray.....	Pictou	"	B.
Henry Slocomb.....	Annapolis	"	C.
James P. Dill.....	Colchester	"	C.
Brenton C. Munro.....	Annapolis	"	C.
Alfred S. Mosher.....	Kings	"	C.
Margaret K. Ervin.....	Halifax	"	C.
E. Maude Cochran.....	Hants	"	C.
Minnie L. Higgins.....	Kings	"	C.
Ruth R. Chariton.....	Annapolis	"	C.
Lelia Crowe.....	Colchester	"	C.
Lizzie Tupper.....	Kings	"	
Waitlee Chute.....	"	"	
John H. Putnam.....	Colchester	"	

R.

Sm

Sch

I b

A.

am

as

be

wa

The

The

was

T

Wi

Sum

2

thre

T

reas

hav

few

ma

APPENDIX B.

REPORTS OF INSPECTORS' OF SCHOOLS OF THE
DIFFERENT COUNTIES.

ANNAPOLIS COUNTY.

L. S. MORSE, Inspector.

SIR,—

In submitting the Report of the Educational Work in the Public Schools of Annapolis County, for the year ended October 31st., A. D. 1877, I beg, in the first place, to call your attention to the Tables compiled from the A., B. and C. Returns, which, on careful consideration, will furnish a vast amount of useful information on this important subject.

The number of Sections into which the County has been divided, remains as last reported—viz., *one hundred and two*. It is a matter of gratification to be able to report that the number of Schools in operation during the past year was greater than in any previous year. The number stands thus :—

Winter Term 83, embracing 92 Departments.
Summer Term 94, " 105 "

The aggregate number of pupils attending these Schools was,—

Winter Term 3996
Summer Term 4080

The number of different children at school during some portion of the year, was 5128, being 1 in every 3.5 of the present population of the County.

The teachers employed during the year are classified as follows :—

	A.	B.	C.	D.	E.	Male.	Female.	Total.
Winter Term	1	23	47	19	4	49	45	94
Summer Term	1	22	45	27	12	41	66	107

Ten Assistant Teachers were also employed during the Winter Term, and three during the Summer Term.

The teachers as a whole, considering the difference of class, and making reasonable allowance for the youthfulness and inexperience of many of them, have performed their work with intelligence and a fair amount of success. A few are to be found who are not adapted to impart instruction in a proper manner, and are consequently a failure in the school room. Some are evidently

not "born to rule," and therefore find it almost impossible to maintain order and discipline in even a possible degree. These latter classes should turn their attention to other pursuits, and make room for teachers better adapted to the performance of the important duties which they are required to discharge.

Many of the teachers are evidently improving in power and efficiency, and are by study, observation, and well-directed efforts put forth in their profession, constantly adding to their stores of knowledge, and to their ability to properly teach and govern the school over which they are placed. These teachers are becoming more efficient and more worthy of confidence and support every term. They see and feel the duties and responsibilities of their position, and labor earnestly to perform the great and arduous work assigned them. It is a matter of regret, however, that they do not, in many instances, receive that encouragement and support, pecuniary and otherwise, from trustees and parents, to which their abilities and experience justly entitle them. As a natural and inevitable result of this want of appreciation and support, some of the best teachers are leaving the profession and entering upon other spheres of labor in which their efforts will produce more liberal returns.

A considerable proportion of the teachers are young and inexperienced, and therefore need help and encouragement not only from the Inspector and Commissioners, but more especially from Trustees and Parents. I am sorry to be obliged to report that in many instances they do not receive from parents and trustees that amount of consideration and moral support to which they are justly entitled. I am not able to record an instance in which trustees have visited the school the number of times required by law. In many cases they have not visited the school room even *once* during the term. The same remark is more especially true concerning parents other than trustees. This apparent indifference manifested in so signal a manner, has a very discouraging effect upon the teacher.

While the schools have in general exhibited a fair amount of progress, a few have done remarkably well. In the case of these latter, a combination of favorable circumstances was found to exist. These were—teachers well qualified for their work and earnestly, diligently and judiciously discharging their duties—regular attendance, good accommodation, suitable apparatus, and co-operation on the part of trustees and people. Where these conditions existed, the result has invariably been most gratifying, and has amply rewarded those sections that had liberality and discrimination enough to make a suitable and necessary provision for the education of their children. A failure to obtain satisfactory results in schools is directly attributable to neglect on the part of trustees and rate-payers to secure the necessary conditions. In many sections the illiberality of the rate-payers in refusing to place an adequate sum at the disposal of the trustees renders it impossible for them to secure the most essential requisites of a good school. As proof of this the statistics of the year disclose the fact that \$14761.00 only were paid by trustees to teachers during the year, which would be on an average about \$150.00 for each teacher employed. The educational status of the country cannot be expected to rise very high without a greater outlay of money.

In the matter of *attendance at school* no improvement can be reported. During the Winter Term, the percentage of enrolled pupils daily present at school was about 57; while during the Summer Term it was only 56. The number of children *between five and fifteen years of age reported not at school in sections having schools*, was no less than 702 during the Winter Term and 626 during the Summer Term. This irregularity in attendance at school is, in my opinion, one of the greatest hindrances existing among us to the requisite and essential work and progress in the Public Schools, and will, unless some

remedy be applied, continue to operate injuriously to the best interests of the people and progress of the country. If parents generally felt the importance of education for their children, this obstruction to the educational advancement of the country would be greatly lessened. But since many of them are indifferent to its great value, and indisposed to make the necessary sacrifice to secure so great a blessing for their children, the work of reform must be very slow, if we are obliged to wait for their enlightenment on this point by ordinary means. Poverty, without a doubt, causes this irregularity in some cases, but for the most part, it is the result of covetousness or indifference on the part of parents. The remedy for this great obstruction to educational progress, is, in my opinion, to be found in a judicious, yet stringent Legislative enactment enforcing attendance at the public schools. The enlightened sentiment of this county is, I believe, largely in favor of such an enactment. The necessity for some remedy for this evil elicited from the Commissioners of Schools for Annapolis West, at their last meeting, the following resolution which was unanimously concurred in:—"Resolved, that the Board respectfully recommends the Council of Public Instruction to adopt such measures as may be deemed necessary to insure the compulsory attendance of pupils at our "public schools." It is to be hoped that the Legislature will, ere long, see the way clear to pass an enactment of this character necessary to the perfection of our present educational system, and to the production of the highest profit and good to those whom it was more especially designed to benefit.

The "Royal Readers" and the "Maritime Readers," which are being gradually introduced into the schools, are highly approved of by the best educationists in the county, and are, I believe, superior to the old Nova Scotia Series. The chapter on elocution, which I have been informed is to be inserted in the fifth number of the Maritime Readers, will supply a desideratum which was greatly needed. Good elocutionists are to be found in very few of the schools in this county. A large majority of the teachers are not well posted on this important subject, hence, there is not that improvement in reading that could be desired.

My notes of inspection for the year will show the results of my official visit to the various schools. I have endeavored to give a faithful report of the state of each school visited and of the efficiency of the teacher employed.

New school houses have been opened in Wiswall and Funday Sections. In Clements West Section, the school house which was old and not adapted to the wants of the section, was destroyed by fire a short time before the close of the summer term. It is supposed to have been the work of an incendiary.

The County Academy has been performing a very creditable amount of work. There has been a marked improvement in this institution within a few years past. The benefits conferred are however very largely confined to the wealthy section in which it is situated, and the extra Provincial Grant which it receives, gives that section a great advantage over other sections equally deserving.

In conclusion I may state that the interest of the people in the cause of education is gradually on the increase. Although the amount of progress is not so great as it should be, yet, on the whole there is much cause for encouragement. The provisions of the law are becoming more generally understood and appreciated, yet the expense and supervision must be continued, and increased when necessary, in order to secure to the youth of the country the greatest amount of benefit to be derived therefrom.

Respectfully submitted,

L. S. MORSE.

DAVID ALLISON, Esq., M.A., L.L.D.
Superintendent of Education.

COLCHESTER COUNTY.

D. H. SMITH, Inspector.

SIR,—

I wish to submit the following report, on the condition of the schools in this County, for the term now ended.

The Returns show that of the 116 sections in the County, 110 have had school some portion of the year. Never since I have held the office of Inspector has there been so much of the school machinery in operation as during this year. And were the sections without school provided with suitable accommodations, I feel convinced that they too would have had school some part of the year. A growing anxiety is exhibited by them to secure, within their own bounds, school advantages, and, though isolated, scattered and weak, they seem willing to make almost every sacrifice to accomplish this end. No more healthy sign of the good effects, produced by our educational system, could be desired than to see so much anxiety and determination manifested by the people to give their children the benefits of the school. It plainly indicates that the whole population is animated with the true and proper spirit, that the opposition, so formidably presented, at the time of the inception of the present school law, to its enforcement, has been removed, and that the people are realizing and appreciating the great boon they have conferred upon them by being placed in the possession of such a school system.

The number of sections without a school in the winter term, exceeds that in summer by 2. In winter there were 14, viz.:—New Britain, Beaver Meadow, Castlereigh, Cumberland Road South, Cumberland Road North, Springmont, Irwin, Upper Brookfield, West St. Andrews, Colter, Kempdown, Murdoch, Henderson's and Bible Hill. In summer there were 12, viz.:—New Boston, Beaver Meadow, Little Bass, Folly Lake, Springmont, Union, Irwin, Upper Brookfield, Forest Glen, Fort Ellis, West St. Andrews, and East New Annan.

The total number of teachers employed during winter term was 121, holding licenses as follows:—

	A	B	C	D	E	
Male.....	1	11	20	3	0	= 35 } 121
Female.....	0	3	43	33	7	= 86 }

DURING SUMMER.

	A	B	C	D	E	
Male.....	1	9	15	2	0	= 27 } 124
Female.....	0	4	51	32	10	= 97 }

The number of registered pupils during the winter term was 5660; in summer it was 5781. The total daily average, for the time the schools were in session in winter, was 3183, in summer it was 3167. The highest average secured in the winter term was in Beaver Brock School, taught by George Archibald. Of 43 registered pupils he had an average attendance of 34.6, being 80.5 per cent. of the scholars enrolled. The lowest average, on the other hand, we find in the East New Annand School, where the percentage of pupils present, on an average daily, only reached 28. In the Summer Term Miss Church's School, Truro, carries off the palm. Her per centage was

75.14. The lowest in this term was in Miss McDonald's School, South Branch, North River. Of 44 registered pupils, an average of 13.71 was made, being 31.19 per cent. of the number enrolled. We thus see the great discrepancy that exists in the regularity of attendance of our scholars and the interest indicated by the people in the education of their children in the several sections of the County.

For the indifference shown by many parents in sending their children to school, much blame is not unfrequently attributed to the inability and inaptitude of many of our teachers. There is no doubt much ground for it in these in very many cases. Still, many of these teachers, who are considered so indifferent in certain schools, meet with the greatest success in others. It is not therefore their unfitness to teach: it is because they are unable for the position. It does then appear to me altogether unjust to lay so much fault to the charge of the teacher. The fault rests, in the choice made by the Trustees, in the selection of the teacher. The ruling motive in the choice is, I regret to say, in too many cases, the almighty dollar. The work to be done, or the manner in which it is to be done, is a secondary consideration. Hence the demoralized condition in which we so frequently find so many of our schools. The school of Masstown section is to the point—a section having 86 children between 5 and 15 years of age, with property assessable for school purposes to the amount of \$52,000. Yet because they could secure her services for the paltry sum of \$60, the Trustees employ a young lady, possessing little or no experience, and holding a Grade D license. In a school such as this, consisting as it does of bright, active, intelligent looking scholars, it was unreasonable to expect from that teacher anything but failure; and it was a failure. Now, in this case, the teacher is not the blameable party for the demoralized condition of that school. The people should condemn the Trustees for making such an appointment. Were the Trustees sufficiently wide awake to the educational interests of their section, and ambitious enough to secure a teacher who would bring order out of chaos, and exercise a wholesome discipline over the works, their school would be one of the very best schools in the County, and one which would reflect credit on the Section. But for the miserable pittance of \$60 the Trustees are ready to sacrifice the childrens' time, their parents money, and the teacher's future success. Out with such Trustees! Let men be appointed who have an idea of the work to be done and who are ready to pay a salary that will secure a teacher that is able to do the work satisfactorily. In this connection, too, I might refer to the school in Portaupique, where, through the action of the Trustees, a worse condition of affairs exists. Indeed, here matters have reached that degree of demoralization that they are about curing themselves. I do sincerely hope that by another year I shall be able to report this school in an improved state and a more healthy condition, with its two departments presided over by faithful and efficient teachers, instead of having 80 or 90 children, under the tuition of a mere youth, huddled together in one apartment, capable of seating 50.

I regret to find that in some sections parents have presumed to interfere with the enforcement of discipline in their schools. So serious is this evil becoming, that it is destroying the order and, consequently, the success of their schools. It is high time that the arraignment of teachers before the magistrates or police court was stopped. The teacher's authority must be maintained; and if, at any time, it is supposed that an undue latitude is taken in the exercise of that authority, let the Trustees be appointed a tribunal to adjudicate upon such matters. There are some in almost every section who think their children never have justice done them by the teacher, and who are only too ready to avail themselves of an opportunity to seek redress through some civil court. From such, protect the teacher, and let his authority be preserved intact in the school.

In general, the present school year has been one of unprecedented prosperity. Indeed, I must congratulate the teachers on the general good appearance their schools presented at the time I made my official visit. The improvement in the condition of many of the school rooms was very marked, and indicated, to a certain degree, the blessed effects that education is producing. Education comprehends something more than a mere knowledge of the three R's; it has a refining, ennobling influence, and should embrace in its scope those things that are calculated to augment our happiness and comfort. Children, untidy and kept in a condition regardless of that which is next to godliness, must be sometimes tolerated in the school room, but a filthy, dirty school house should never be tolerated. In nothing should a teacher be more particular than this one thing—a clean school house. A clean school house throws an animation into the whole school, stimulates to work, creates a unity of feeling between teacher and taught, and causes the day to pass smoothly along.

New school houses have been erected, or are in course of erection, in the following sections—New Britain, Little Bass, Acadian Mines, Forest Glen, West St. Andrews, Newton Mills, and East New Annan. The school house erected in Acadian Mines Section, is a building of two stories, with two apartments on each floor. It was finished during the summer, and is quite an ornament to the Section. It has been quite nicely furnished, and has, at present, three departments in operation.

New school houses are required in Brookfield, East Mountain, Old Barns, Beaver Brook, River John Road, Slades, Lake Road, and Henderson's Sections. The Stirling Board has been necessitated to enforce the law in regard to the building of a school house in River John Road Section. This is quite a large and populous section with over 80 children between 5 and 15 years of age. Its present school house is of the crudest type, having been built some time prior to the inception of the present school law, and possesses seating capacity sufficient to accommodate 35 or 40 scholars. Last spring the Trustees were notified that a new school house, with two apartments, suited to the wants of the section, to be built in accordance with the plan prescribed by C. P. L., must be at once provided. For this purpose no less than the sum of \$100 was voted at last annual meeting to be assessed on the section. Such a vote, however, scarcely assumed the appearance of business to the Board, and the result was that the grants were ordered to be withheld. We do sincerely trust that the people of this section will not be so blind to their own interests as not to comply with the Boards instructions and deprive themselves of the immunities the law confers.

It is to be hoped that at the next meeting of the Legislature an amendment will be made to the law, providing some remuneration for the time spent by Commissioners in performing the duties connected with the School Board. The majority of the Commissioners are men of business. They can ill afford to take their time from that and devote it to the work of the Board without payment. It is unreasonable to expect them to do so. Besides, some to attend are required to travel quite a distance, and are frequently subjected to considerable expense. Now, for every day each devotes his services to the work of the Board let him receive, as a remuneration, \$3, to be paid from the County School Fund, Spring and Fall, at the time of its distribution among the sections. This, I think, is asking nothing more than what is just.

All of which is respectfully submitted.

D. H. SMITH.

DAVID ALLISON, Esq., M. A., L.L. D.,
Superintendent of Education.

DISTRICT OF CLARE.

A. P. LANDRY, Inspector.

SIR,—

I have the honor to lay before you my Annual Report on the state of public instruction in the District of Clare, for the school year closed October 31, 1877.

Before entering on the subject in question, allow me to congratulate you on your access to the honorable position lately occupied by the much lamented Rev. A. S. Hunt, whose demise happened so unexpectedly and at a time when his services were most needed to close the school affairs of the year. But, like good things in good time, the appointment to the office of Superintendent of Education, of a man so well spoken of in the press and elsewhere, can but receive a general approbation, while it prognosticates an impartial administration of the affairs of our present school system. May you, therefore, excel your predecessors of good fame in promoting the cause of education throughout the Province.

In casting your eyes over the Statistics of the different Counties and Districts, you will perceive, I presume, that the District of Clare has in school matters withstood the hard time as well as any other district. Every year brings its share of improvements in the schools. The people here seem not to flinch under the depression of time, but keep up courage and strenuously face up the difficulties that schools are wont to meet. While there is a slight decrease in both the expenditure and revenue, there is an increase of attendance over that of the preceding years. The greatest number of schools that ever were in operation at a time in the District, took place during the Summer Term. There were thirty-one departments in session during some portion of that term, which gave a grand total of 99,751, being equal to 899 pupils at school the full term. But the Statistical Tables already forwarded to your office will give ampler information respecting the progress of education and the financial state of school affairs, in the District, than I can in this narrow space. With regard to the number and qualifications of Teachers and Assistants employed during the year, permit me to refer you to their respective headings in the same Tables.

School Sections and Houses.—There are now twenty-eight Sections in the District, and 32 departments, one of which, for want of a fit room, had no school during the year. At the May meeting the Commissioners added one new Section to the number already existing, and, at the request of the rate-payers, gave it the name of New Jerusalem, No. 28. It is situate about four miles from Havelock Section, and contains only nine or ten settlers. As there was no school-house in the Settlement, leave was given the trustees to have school in a private room until one be built; school was in operation three months during the Summer Term. That Section and the Thibault, No. 27, are the only ones without a public school-house. Three Sections have buildings arranged for graded schools; these are Meteghan with three departments, Beaver River and Salmon River with two departments each. Harlem Section, No. 24, to which I have so often alluded in my former reports, has at last put up a school-building, which will be ready for the Winter Term.

Books and Apparatus.—The want of books and proper apparatus in the schools of the District is the greatest drawback to the general progress of the

pupils. I have several times mentioned this in my reports, and alluded to some means that should be adopted to have every school-room provided with the necessary supply of books and other requisites; but nothing has yet been done; on the contrary several Sections have lately come to the conclusion that such supplies should be left exclusively to the charge of those who have children to send to school. The result is no books at all or books that are not adapted to a proper classification. In other respects there is generally ample provision for the support of the schools. Some means ought to be adopted to remedy the evil. The law, it is true, is very explicit and binds the Sections and its trustees to penalties for neglect of a necessary provision of books and apparatus; but as it would involve litigation in many cases, nobody dares to interfere. If the omission was confined only to this District it could easily be supplied; but it is readily found out that the neighbouring Districts are not less, if not more, disregarding the law in that respect, than Clare is.

Registration and School Returns.—The school register is generally pretty neatly and correctly kept as far as attendance is concerned, but not yet every thing to the letter. No more than one out of ten bear a daily record of the causes or reasons of absence from school, such as *a. o. w.*, to inquire into which and keep correct, it is alleged, takes a great deal of the school time, particularly when there is a large number of pupils registered and their attendance irregular. I often find the spaces blank in the register when the Teacher has not filled them up *ad libitem*. The Tables of Statistics in the register do not always receive the attention that the teacher should give them. They are too often left blank. This is discovered only after the close of the term, when the teacher who has left the Section did not take the register away with him. The preparation of the returns seem to be the hardest task that many teachers and trustees have to perform during the year. Many of the questions are more or less ambiguous, to which a wrong answer, an absurd one, is often set down. Return B is always the most puzzling and it is very seldom that it is sent in complete in every particular. Only one this year was correct.

A wish I have often heard expressed among the people, is that a few days vacation could be given at the close of each school term, in order to give teachers and trustees time to close the affairs of the term and arrange for those of the next. If it could not be allowed at the end of each term, it might be at the beginning or close of each school year. I know it would receive the approbation of both the public and the teachers.

Language.—It is known that the language most used in this District is French. Out of 28 Sections, 7 speak exclusively the English language, and no French is taught in their schools. In the 21 remaining Sections French is the language spoken, and in their Schools both French and English are taught. Reading and grammar are generally the only branches learned in French. English is used in the study of all the other branches. All the pupils learn English Grammar and Analysis as soon as they are able to read the language.

For some years a kind of league (if I can so call the movement) has been formed between the members of a certain respectable class of people other than French, who have been trying to suppress the teaching and use of the French language in the Acadian districts of the Province; and it is in Clare where it has been most keenly felt. It went so far as to induce the late Superintendent of Education in a letter to me, dated January 16, 1877, to say amongst other things:—“...I think the use of a language other than English should in every reasonable way be *discouraged and discontinued* and in this way disused; “but as the law stands, being silent as to the use of language, there may be serious objections under every circumstance. Discouragement in some way suggested when the cases occur will be found, I think, the most judicious

"course" "As I said, French and Gaelic should by all means be discontinued, but not positively prohibited, as the law now stands" "I drop these lines *by request*."

I would rather make no commentary on the letter and the lines quoted, but I will be allowed to say that putting French and Gaelic on the same footing in the right of use in this Province, is what anyone acquainted with its History will not judiciously do. The Acadian French have a privilege to speak, study and otherwise use their vernacular; it is, I may say, their prerogative. Moreover, if it ever were the intention of the Government to abolish the French language among the Acadians of Nova Scotia, why did they not do it a hundred years ago or more? when their number was comparatively small, and they still more ignorant of their rights than they are now. But at the present day when Nova Scotia is confederated with the other Provinces, where a large number of the population is French and speak the language, it is considered an absurdity to attempt to suppress the speaking or teaching of a language in the public schools of Acadian districts or sections. If I so express myself it is because I know the feelings of the French people, and I foresee what hatred and animosities a prohibition of teaching the language would produce in the French localities if it were imposed upon them.

I have often observed that of two pupils of the same ability, one learning the English language only and the other both languages, in connexion with the other branches of education, the latter would not, after an equal period of study, be inferior to the other in the English language, but rather show a great deal of superiority over him in the other branches.

I hope that instead of suppressing the teaching of the French language in the French localities where it does not interfere with the working of the School Act, means will be adopted to support it. Although the people of Clare do not follow the school law exactly to the letter, yet I do think there is not in the Province a County where the law is more closely followed. It is at least what I judge by the several Inspectors' reports of these last few years.

If circumstances do not alter my situation, a permanent removal from Clare will force me to resign the office of Inspector.

I have the honor to be, your very obedient servant,

A. P. LANDRY.

DAVID ALLISON, Esq., L. L. D.,

Superintendent of Education.

DIGBY COUNTY.

JOHN AMBROSE, Inspector.

DIGBY, January 9th, 1878.

SIR,—As I suppose the main object of an Inspector's Report should be to give a plain, unvarnished account of the Schools in his District, with a view to their improvement where necessary, I shall endeavor as briefly as possible, to give a bird's eye view of the state of Free School Education in the District of Digby.

The number of schools in operation during the last year was rather above the average,—that of the summer term was the highest yet attained. Of these,

some were very efficient—others less so, and as it would be invidious to give names, I refer to the tabulated statements on this head.

One reason of the inferiority of the free schools in some localities, is the great disparity between the teaching power employed, and the number of pupils on the register. Now in the best of our free schools, as a general rule, the teachers have not sufficient time to attend to the peculiar needs of the slow, the timid, and the unwilling. Again, it is a difficult matter in such schools to teach good manners, a correct style of language in ordinary use, and propriety of conduct. The vernacular and manners of the teacher are often no higher, and sometimes even lower, than those of the pupils. Putting the matter of definite religious instruction out of the question, these are serious objections in the eyes of many persons,—but it seems to me, the cure is largely in the hands of the rate-payers and Trustees.

But you will perceive by some of the Returns that over-crowding the Registers is the index to much of the inferiority of a large proportion of our public schools, especially in summer, where perhaps some young female or other teacher of inferior grade, and small experience and ability, is engaged to help the Trustees and rate-payers to make the local tax as small, (and the school as inefficient) as possible, so as to support it almost entirely on the County Fund and Provincial Grant. I have drawn the attention of our Board of Commissioners to this crying evil, and the remedy is being applied.

It is observable that the highest average attendance has been made by efficiently conducted schools, and not by those with over-crowded registers and inefficient teachers. The actual attendance shows that the parents and other rate-payers know what sort of teacher is best for their children—it would be well, also, if they could also see that good teachers make the schools most profitable, in view of the amount to be received from the County fund, by attracting a fuller and more regular attendance. But in too many cases, all this is lost sight of at the Annual Meeting, and a parsimonious vote on the local tax renders the engagement of really profitable teachers impossible, and in fact discourages competent persons from entering, or remaining in, the teaching profession.

The engagement of cheap and inefficient female teachers was being encouraged a good deal by the growing practice, in some sections, of sending the larger and more advanced pupils to the better school in some more far-seeing and public spirited section near by. The law has provided that such transfer of pupils cannot take place without the consent of the Inspector, and are endeavoring to nip this evil in the bud.

The very great delay in the payment of the County Fund to the Schools, and now of the Provincial Loan, from the County Treasury to the Teachers, as also—under such peculiar circumstances,—the stoppage of the Bonus, is having a very injurious effect. Measures we hope, are now in progress to set the county matters right.

Yours, &c., &c.,
JOHN AMBROSE.

DAVID ALLISON, Esq., L.L. D.,
Superintendent of Education.

ANTIGONISH COUNTY.

A. McISAAC, Inspector.

SIR,—I beg to submit my report of the Schools of this County for the year just closed.

In the winter term 64 sections had School—and in the summer term 70.

In the first term 18 Grade B teachers, 31 Grade C, 14 Grade D, and 8 Grade E—in all 71, were employed. In the second term 15 Grade B, 30 Grade C, 22 Grade D, and 11 Grade E—in all 78 were employed.

Since my last report very little progress either in building or improving Schoolhouses was made. The Yankee Grant Section is the only one that commenced and finished a School-house within the year, and I can say, it is a creditable one. Much improvement is necessary just now in the way of Schoolhouses. Many Sections that furnished sufficient accommodation when the School law was put in force, should now commence anew. Certain buildings, then erected have either in size or comfort, become entirely unfit for their purpose, while their furniture and other equipments from long use, and perhaps from occasional abuse, should at once be suitably replaced. To condemn such School-houses, and close the School altogether, as the law would expect, I regret to say it, would only impose the penalty on the children who are not responsible in the matter, and for whose benefit Schools are established—and not on parents and other rate-payers whose indifference to duty causes the unfortunate circumstance. The law as it exists cannot enforce the remedy required, unless put in motion first by the trustees or some rate-payers of the section, although a recent amendment has done, and can do much in that direction.

It is not in this respect alone the exercise of the power placed in the hands of Trustees and rate-payers operates injuriously to the progress of education. The consequence is more seriously manifest in the small provision generally made to secure efficient teachers. Whatever the material appliances of a school may be, unless the teacher is a person who possesses a thorough knowledge of the subjects to be taught—knows how to teach, and is faithful in the discharge of the duties involved, little substantial progress can be expected. But how can the services of such a teacher be obtained without something like a becoming compensation? It is easy enough to find persons holding some inferior Grade of license who may be willing to undertake the work the section is content with, when the lowest salary is allowed to be the measure of its value. This criterion of competency is so frequently adopted that the teachers who ought to be employed, are rejected, and others who ought to be receiving instruction at their hands, get the schools, and for the undisguised reason that the latter suit both, because they teach for less. Every year's experience proves more and more that the law should be so changed that the best qualified teachers, when they seek employment should get it, and that their salary should be made adequate and more certain. As the law has been working heretofore, rarely will a first class teacher remain in the profession over a very few years. They betake themselves to other pursuits wherein their attainments ensure a less precarious living. In fact I may say that no teacher of whatever Grade can safely make teaching his business for life. When they become old or inferior they are thrown on the charity of those they so unprofitably, well served. There are no benefactors of society as a class worse re-

compensated than the good teachers, and should not gratitude, as well as self-interest induce society to properly maintain such useful servants, it is but just in the public welfare that effective legislation should do so. Higher salaries, and appropriate pensions after a certain period of service should be guaranteed by law. Let people say what they will about the best means to promote educational progress—it cannot be thoroughly and rapidly effected without efficient teachers, and these cannot be secured—if they will, they cannot be long retained, unless there is a competent living in their calling. In previous reports I felt it my duty to express the same views, and every year convinces me more of their correctness.

I am happy, however, to state that the condition of our Schools in many sections is highly satisfactory—only in such though, as see and act upon the wisdom of employing the best teachers. We have a number of excellent teachers in the county, but as a rule, they are not kept long enough in the same place, to do the good that only permanent employment can produce. In some sections where teachers holding the lower Grades of license are preferred, I may say, the time of many of the pupils is spent either in repetition or idleness—the knowledge available needing to be economised. In reference to the attendance of pupils, and the supply of books, &c., I am sorry to say there is no improvement.

For full statistical information I refer you to the Tables of Abstracts already forwarded.

Your obedient servant,

A. McISAAC.

TO DAVID ALLISON, L.L.D.
Superintendent of Education.

GUYSBORO' COUNTY.

WM. HARTSHORNE, Inspector.

SIR,—

I beg leave to submit for your consideration my Annual Report on the educational condition of this County, for the school year ended October 31st, 1877.

There are 85 Sections in this County, in 56 of these there were schools in operation during the Winter Term, and 67 during the Summer Term; and 14 having no School during any portion of the year. In these Schools there were employed 63 teachers in the Winter, and 77 during the Summer.

The Grade and Sex of teachers employed are as follows:

WINTER TERM.			
Males.	Females.		Total.
Grade A.....1	Grade B.....2	Males.....	22
" B.....7	" C.....12	Females.....	41
" C.....9	" D.....20		—
" D.....5	" E.....7	Both.....	63
SUMMER TERM.			
Grade A.....1	Grade B.....1	Males.....	19
" B.....8	" C.....16	Females.....	58
" C.....8	" D.....24		—
" D.....2	" E.....17	Both.....	77

It is a matter of great regret that the pupils, in many of the Sections, are so very irregular in attendance that the daily average attendance is far out of proportion with the number registered. This was particularly the case during the Summer Term in Sections No. 5, Roman Valley; No. 11, Salmon River; No. 33, Upper Tracadie; No. 35, Tracadie (Border), and No. 27, Upper Manchester. The number present in these Sections has only been from 23 to 26 per cent. of the whole number registered. During the Winter Term there were 63 Schools in operation, at these Schools the number of pupils registered was 2918; of this number, 1507.15 were daily present at School on an average for time in session, being 51.65 per cent. of the whole number registered. During the Summer Term the number of Schools in operation was 75. The number of pupils registered 3214; of this number, 1652.08 were daily present at School on an average for time in session, being 51.40 per cent. of the number registered. The number of children at School some portion of the year 4095; and in the year 1876, 3957. These figures shew an increase of 138 children at school during some portion of the year. In Sections having schools there were 473 in the Winter Term, and in the Summer Term 604 children, between 5 and 15 years of age, not at school during the year. The figures shew that many parents must be extremely negligent in the education of their children. If this state of matters cannot be remedied, some judicious measure compelling the attendance of each child some portion of the year should be enacted.

It is to be regretted that in some Sections schools were in operation only one term, and in some few others—although having good school houses—schools were not in operation during the year. In some Sections the people are very poor and scattered, and the expense of erecting buildings and sustaining schools, together with the inconvenience of young children attending from long distances, deter many from establishing schools; but as the law makes additional provision for such Sections, it is evident that many of these obstacles could be overcome if parents were anxious to secure for their children the benefits of education.

The progress made in many of our schools during the year has been very satisfactory; but in many others little or no improvement is apparent. There are several causes which operate against their advancement, the chief of which are, the constant change of teachers from term to term, the very limited supply of books and apparatus, and the indifference of the rate-payers in many Sections, in not providing means to enable the trustees to employ efficient teachers. In many of our schools, where first-class teachers are employed—either male or female—and their efforts encouraged, good work is being accomplished. Many of them, I am happy to say, are labouring diligently in the discharge of their duties. In several Sections a disposition is shown to engage the services of efficient teachers; but I very much regret that too many of our schools are occupied by young and inexperienced teachers of a low grade of license, because such can be engaged at a low rate of salary. Much of school progress depends upon good teachers, and a proper supply of books and apparatus; but I must say that a proper supply of the latter necessities is but seldom found—with but few exceptions—in any of our schools. Teachers justly complain that they cannot advance the pupils without the necessary material to work with. The rate-payers of nearly all the Sections make no provision for books, but leave the matter to the parents, and many of them are very remiss in this respect. During the year—with the consent of the School Commissioners—I retained a part of the County fund from one Section for the purchase of books, &c.

The Academy, with the Preparatory and Elementary Departments in Guysboro', have been in constant operation, and pretty well conducted. The

Academic Department, during the year was in charge of Mr. George H. Fulton, a Graduate of Dalhousie College. It does not, however, appear to be doing its work to the extent contemplated. The attendance has been pretty much the same as usual, principally residents of the Section in which it is situated.

The Graded Schools in Cape Canso and Port Mulgrave, District of Guys-boro', Sherbrooke and Goldenville, District of St. Mary's, have been in constant operation and fair progress made; the pupils are generally well classified. The trustees make ample provision for fuel, cleanliness, and comfort of teachers and pupils.

During the year School Houses were erected in No. 4, South Intervale, No. 17, Half Island Cove, and two in No. 13, New Harbor. I am happy to say that the bad feeling hitherto existing between No. 4, South and North Intervale Sections, has been amicably arranged. The trustees of No. 4, South Intervale, erected a building in May last, in which a School was in operation from the first of June. Both Sections appear now to be working harmoniously; and I think the present arrangement is approved of by the majority of the rate-payers. I very much regret that the building erected in Half Island Cove Section, was set on fire and destroyed by some person or persons, on the night of the 8th of October last; but I trust that the reward of one hundred dollars offered by the Council of Public Instruction, will lead to the conviction of the guilty parties. The people of this Section are generally very poor, and I do not think, under the circumstances, will undertake the erection of another. Four School Houses have been finished in the interior during the year, and supplied with seats and desks made after the Dawson pattern.

School Returns.—The A Returns in general the past year have been very satisfactory, with very few mistakes. In the B Returns no improvement can be reported, many of them exceedingly inaccurate, causing much delay in the Inspector's work. This inaccuracy, I think, is owing to the trustees not calling in the aid of the teachers, in order to obtain a right understanding of the questions. The Statistics compiled from the Income and Expenditure tables, cannot, I think, be relied on as absolutely correct.

Registers.—I found the Registers, generally, neatly and correctly kept. In some few the additions were left to be performed at the end of the term. In others the pages for department and progress entirely blank.

Upon the whole, notwithstanding our many draw-backs, education is making progress in this County. This I know from my connection with the Public Schools for the past four years.

In conclusion, I beg leave to return thanks to the School Commissioners for their hearty co-operation in the educational affairs of the County, and hope the time is not far distant when these gentlemen will be paid for their services.

I remain,

Yours respectfully,

WM. HARTSHORNE.

DAVID ALLISON, Esq., L.L. D.,
Superintendent of Education.

CAPE BRETON COUNTY.

ALEXANDER MCKINNON, Inspector.

SIR,—

I have the honor of presenting my Report of the state of our Public Schools in the County of Cape Breton for the year 1877.

In the Winter Term of 1876 there were one hundred and thirteen (113) teachers employed. Of this number 79 were males, of whom 1 held grade A license, 20 grade B, 16 grade C, and 42 grade D. Of the remainder 34 females, 10 held grade C, 10 grade D, and 14 grade E. Last Winter Term one hundred and twenty-four (124) teachers were employed, 89 of whom were males and 35 females. Of the males 1 held grade A license, 27 grade B, 20 grade C, and 41 grade D. Of the females 14 held grade C license, 8 grade D, and 13 grade E, being an increase of eleven teachers actually employed in the Winter Term of 1877 over the corresponding term of 1876.

In the Summer Term of 1876 there were employed one hundred and twenty-four (124) teachers. Of whom 82 were males and 42 females. 1 held grade A, 20 grade B, 17 grade C, and 44 grade D. Of the females 11 held grade C, 10 grade D, and 21 grade E. In the term of last summer, one hundred and thirty-four (134) were employed, of whom 88 were males and 46 females. Of this number 1 held grade A, 25 grade B, 17 grade C, and 45 grade D. Females, 15 held grade C, 11 grade D, and twenty grade E, being an increase of ten over the corresponding term of 1876.

In the Winter Term of 1876 four thousand eight hundred and thirty-four (4834) pupils were registered with an average attendance of two thousand six hundred and thirteen (2613). Last Winter Term there were five thousand three hundred and seven (5307) pupils registered, with an average attendance of three thousand one hundred and forty-three (3143), being an increase of five hundred and twenty-seven (527) in the number registered.

In the Summer Term of 1876 five thousand four hundred and seventy-two (5472) pupils were registered with an average attendance of three thousand and twenty-two (3022), and last Summer Term there were five thousand eight hundred and seven (5807), with an average attendance of three thousand one hundred and eighty-four (3184), being an increase in the pupils registered of three hundred and thirty-five (335).

From the above statement we can readily perceive that the schools are increasing in numbers, and a larger number of pupils registered than in previous years, yet the average attendance is poor, which, in a large measure, can be attributed to the time summer vacation is prescribed by law.

In reference to this matter, I can only repeat what I have remarked in some of my previous Reports, that the time of the year at which the Summer vacation must be taken, causes a very material decrease in the attendance at school, as the country people principally can send their children more regularly to school than at any other time of the Summer Term. About the 15th of August, just at the close of the vacation, a large majority of parents are, by necessity, forced to keep their grown up children from school to help them at hay making, thus in fact extending the vacation for these seven or eight weeks, diminishing the attendance and actually causing a serious loss of school time to the scholars.

Trustees think that if the time for vacation were left to their option or to

the Commissioners, as formerly, they could give it when it would best suit the circumstances of each locality or section. For instance, they might divide it into two parts, giving a fortnight in May at planting time, and the other two weeks in August at hay making. In this manner I feel confident, from the knowledge I have of the registered attendance at different periods of the term, that a much larger attendance could be attained than is now made.

Sections.—There are one hundred and twenty (120) school sections in this County, of which one hundred and twelve (112) had school for the past term.

In order to give an intelligible idea of the character of our school accommodations, the following figures are appended.

No. of school apartments in the County—142; which may be classed as follows :—

20	Excellent.
40	Good.
27	Poor.
20	Very Poor.

School Accommodations.—In the matter of School Accommodation there is quite an improvement in a large majority of sections, but it is a matter of regret that there are yet many, too many, very backward. This would not be a matter of so much surprise were the sections poor, but when we find Section No. 1 occupying an old dingy shop for the infant apartment, it is indeed something to be wondered at.

No. 1 and 4 departments of Sydney Mines schools received a good coat of white-wash, which made a decided improvement in the internal appearance, but I understand from the Trustees that it is their intention to erect a new house at an early date.

New Houses.—Little Glace Bay completed a large and magnificent house with two apartments, well furnished with necessary apparatus.

Gabarus, at last, mainly through the energy and perseverance of Mr. Samuel Grant, finished a comfortable house with suitable seats, desks and apparatus. Louisburg West, Oakfield and Kehnyton Cove have erected new houses.

I regret to report that the school house of Forest Section, and of Long Island were destroyed by fire; the former early this Fall and the latter last Summer, and, painful to say, there is too much reason to believe that it was the work of incendiaries.

Apparatus.—A very considerable majority of our schools are pretty well supplied with the necessary apparatus, yet there is a great deficiency in many instances in the extent of Black Board Surface, and also in the supply of wall maps.

Academy.—This institution is now working well and is taken advantage of by many teachers from the country to qualify themselves for a higher grade of license. For further particulars I would refer you to abstract A and B already forwarded to your office.

I remain, respectfully,

Your obedient servant,

A. MCKINNON.

DAVID ALLISON, ESQ., M. A., LL. D.,
Superintendent of Education

HANTS COUNTY.

J. D. MacGILLIVRAY, Inspector.

SIR,—I now follow up the abstracts and tables with my report based on my observations during my inspectoral tour, and on the trustees returns. In last year's printed report by a misprint on page 39, I am made to say : Education is not a process of *education*—"drawing out,"—but of nurture under authorized and authoritative supervision. Had education, where it occurs the second time in this sentence, been *education*, then the readers of the report would have been favored with what I did write, I had in view the erroneous derivation of the *word* education by many educationists from *educu*. *educere*, which would give us only education and suggests, as the most prominent idea in the thing, development; whereas the idea really most prominent in education, from *educu*,—*educere*, *educatio*, is nurture, training. Successful education results in development, but through instruction and discipline with which it is chiefly concerned.

Twenty-one sections were without school during the Winter term. Of these, all but five, had school in Summer. The five were, Birchbrook, Renfew and East Uniacke in E. Hants, and Ardoise and Lakeland in W. Hants. The School Board of East Hants, at its May meeting, divided Moosebrook, Sec. No. 37, making Moosebrook, No. 37. and East Tenecape, No. 54; also Enfield, No. 19, making a new section called Grand Lake, No. 55. The Board also changed the boundary line between Mount Pleasant and the Milford Sections. This change has been the occasion of a great ferment in Milford: but it was long called for, was several times before the Board and was finally effected by a unanimous decision which had regard only to the educational interests of both Sections. Each has hitherto employed only second class teachers. Mount Pleasant, which needed a new school house and wished the matter definitely settled before it began to build, can now employ a first class teacher or probably have a graded school: while the school house in Milford can now be set nearer to families from which it has hitherto been located too far to admit of the attendance of the children which they had to send. The Board of West Hants, at its November meeting erected two new sections in Falmouth, viz., West Branch Falmouth, No. 46: and Falmouth Valley, No. 47. This step was taken specially at the urgent solicitation of Falmouth Village, No. 9, and a settlement to the West which lies about four miles from the nearer of the two school houses in No. 9. This school house is now given to these two outlying settlements and is to be located between them. Falmouth Valley has a school house already which was built some years ago, but has been closed of late years. For the formation of this section some families were set off from Centre Falmouth, No. 10. But families and property sufficient were still left to support a much better school than No. 10 seems disposed to keep.

The state of the schools during the Winter term was on the whole satisfactory. Compared with their condition at the date of inspection, in the previous summer, it was very encouraging. But the summer schools of 1877 again fell back and presented a discouraging picture. In many instances a much cheaper class of teachers is engaged for the summer schools, and, consequently only a lower grade of work can be obtained. In a few sections however advantage was wisely taken of the summer vacation of our College. Colin Pitblado, B.A., of Dalhousie, Edward Thorpe and H. H. Whittier, general students of Dal-

housie, have won golden opinions respecting their educational abilities in their respective sections. W. S. Whittier, also a general student of Dalhousie, is very highly thought of in Rockville section, which tries to secure him each summer. Three Mile Plain was very fortunate in securing the services of Miss Jannette H. Archibald, a Normal School Teacher, grade B. Several grade B. teachers were unemployed during the summer, as cheaper teachers were in demand, and were waiting their chance. Quite a number of teachers are idle this winter, and judging from the applications which I have received from teachers in other Counties, I presume the same is true in these also.

As the tables show, the attendance at school is far from satisfactory. While a fair proportion of the children of the sections are registered, those registered make little more than half time. In most cases the attendance was very small when the schools were inspected in summer. In the central parts of the County the children are withdrawn from school as soon as the strawberries appear, and put in an appearance very irregularly until berries and harvest are gathered. In some sections, teachers found themselves entirely without scholars a fortnight before holidays. In other sections diphtheria broke out among the children and interfered with the attendance. In the colored Section, No. 36, Two Mile Plain, the school was closed several weeks on this account. In others, fear led the parents to keep their children at home, even when the danger was not judged to be so great as to call for the closing of the school. But the principal occasion of the small attendance is, I fear, the inefficiency and lack of interest and energy on the part of teachers. An educated, energetic teacher has generally a full school. This fact is not to be explained by assuming that it is only the larger and more intelligent sections that secure such teachers. I have noticed that such a teacher as I have just referred to, at once brings up and keeps up the attendance where hitherto it was small compared with the number of children in the section; and that again even in such sections, the attendance soon falls off where an inefficient or indolent teacher succeeds a good one. I am convinced from what I have observed that the teachers generally do not attach sufficient importance to previous preparation for the days work. Of course there are honorable exceptions. But the majority regard study as necessary only in preparing for a forthcoming teachers' examination. But this leads me to treat of an evil that seriously interferes with the attainment of the true end contemplated by the institution of the common school. Owing partly to the fact that the teaching profession has opened up a wide field for respectable employment, partly to the fact that present attainments only, no matter how or where reached, are taken into account at teachers examinations, and the comparatively low attainments necessary for obtaining some grade, the Annual Teachers' Examination has come to be the great event of the year in the common school world. Teachers who have not yet obtained the grade which they desire, employ the spare time in which they are disposed to study in preparation for that event. This stamps itself on their school work. Then there is some one, especially among the more apt and advanced of the female scholars, in almost every school that has the teaching profession in view. Further, and probably owing to the want of a County Academy in connection with the general educational system in the better class of schools, so many are found, especially in the earlier part of the Summer term, who have attendance on the examination in view, that the ordinary school-work receives very inadequate attention. The result is that success in turning out teachers or preparing for the teachers' examination, has come to be regarded, both among teachers and people, as the grand proof of a teacher's success. This, I regard as a very serious evil. The proper end or aim of the Common School is thrust into the background. The province has already a school whose speciality is preparation for the teaching profession.

One such is enough. The object of the Common School is the advancement of general education, especially in its fundamental branches and stages. Nothing should be allowed to divert it from the promotion of this object. How is the evil to be removed? Different opinions may obtain as to the *modus operandi*, but it will do good to discuss the matter.

First:—I think the time has come when higher attainments may be required of applicants for license. The profession is at present overstocked and we can safely limit supply. It is worthy of consideration whether the time has not come for withholding examination papers for third class teachers. If the grade is to remain, may not its holders be parties who have made a fair average on the exercises prescribed for higher grades, but have failed on some points. I am of the opinion that the grand point to which the attention of educationists must now be directed, is the elevation of the Standard of Education among the teachers. This end cannot be attained by the Normal School, however valuable it may be in its place. Education in the technics of the profession, which is the main object contemplated by the Normal School, is not the main thing wanted. We need a more thorough general education.

Second:—Might it not well be required of applicants, especially for the lower grades of license, to produce evidence of their regular attendance at school and of their attainments there, or to furnish a satisfactory record of their past educational history. At present, as account is almost solely made of present attainments as shown in working a few prescribed exercises or answering a few questions, a few months drill at school during the earlier part of the Summer term, suffices to qualify a fairly industrious applicant, whose early education has been sadly neglected, for attaining the lowest grade. But as the result has been attained by a spasmodic effort, and is not followed up by close study or only such study as enquiry into the general character of the question proposed, renders necessary for the attainment of a higher grade, the educational attainment is only temporary. The mind has not received the requisite discipline; nor has the applicant advanced so far as to be able to advance herself or himself reliably by private study, for which he or she has not a relish.

By raising the Standard of Education and requiring a satisfactory record of past educational progress, we might hope, I think, to reduce the idea of preparation for the Teachers' Examination from its present diminating position in the minds of teachers; while the improvement in the general body of the teachers would secure for teachers as a class, a larger share of public respect, and would help to remove some of the objections now presented to offering a higher rate of remuneration. At all events it would protect teachers who have, at considerable expense and toil, secured a good education for themselves from the competition of a class who never can bring much credit to the profession, but will manage to find places so long as they are admitted to the profession.

While presenting this subject as one which specially claims the attention of educationists, unquestionably, much may be done by intelligent and wealthy sections towards the attainment of so desirable a result. The offer of even a few good salaries has a powerful effect in this direction. Every ambitious teacher may hope to be the recipient of such a salary so long as any are offered. On the other hand when no paying salaries are offered it is useless to expect that educated men will remain longer in the profession than they can help. In this connection, I must express my deep regret that our wealthiest sections, have latterly pursued a retrograde and unworthy course. The Trustees of Windsor, last year, reduced the salary of the Teacher of the High School one hundred dollars. This year they have made a further reduction of one hundred and thirty, and reduced the salary of the next male teacher fifty

dollars. This course is injurious to the cause of Common School education throughout the province as well as discreditable to the community.

I have not dealt in statistics, as these have been already supplied *ad nauseam*, in the Abstracts and Tables. I would like, however, very respectfully, to ask if the Blank Returns could not be printed and a goodly number of items removed. As I toiled and wearied in the preparation of Abstracts and Tables, and contemplated the result of the whole, I could not shut out the thought which Horace so vigorously expresses in the famous words: *mones parturientus, noscitur, ridiculus mus*. I think experience shows that where statistics are not prepared by adepts or the compilers are not heard in explanation of their figures, the items are comparatively few on which reliable information is secured. In the B Returns many of the figures are unquestionably guessed at. Now that auditors must be appointed and the accounts submitted to them before the annual meeting, if a form specifying the items to be submitted to the auditors, was prepared, and this form or a copy of it forwarded instead of table four, reliable information on the particulars of expenditure might be obtained. But at present sufficient information comes to the Inspectors' notice to show that the audit is very imperfect, and the Trustees report of expenditure is often made up from memory or by guesswork. What is gained by asking the Trustees estimate of the sitting accommodation of the school-house? Mills reports that a room 22x18 accommodates 36. Cambridge considers that 22x20 will only accommodate 30. Stillwater judges that 28x18 affords sufficient room for 60 scholars. Newport and Douglas finds working room for that many in 24x19; but Union thinks that 50 is enough for 28x22, and Belmont would give 50, 28x28. How little is gained in the way of stimulus from calling for information on so many points, may be seen by looking at the number of vacant places in the columns reporting school apparatus, &c. The A. Returns present a great array of figures, but every inspector knows that the number of branches really taught, to any appreciable extent, in the greater number of schools are very few.

All of which is respectfully submitted,

J. D. MacGILLIVRAY.

DAVID ALLISON, Esq., L.L. D.

PICTOU COUNTY.

D. McDONALD, Inspector.

SIR,—

The following report on the Public Schools in the County of Pictou for the year 1877, is respectfully submitted for your information:

I cordially congratulate you upon your appointment to the honorable and responsible position of Superintendent of Education of Nova Scotia, and wish you great success and much pleasure in the discharge of your duties.

I would also express my unfeigned regret at the death of your predecessor, Rev. A. S. Hunt, A. M. In all our intercourse, both private and official, I found him most affable and generous, and in business prompt and obliging.

New Schools.—Two new schools were opened during the Summer Term, in remote and small sections—the one in the north and the other in the south district.

Schools in operation.—Of the 132 sections, 15 had no school during the Winter, and 10 more during the Summer Term. In the North District every section had a school in operation some part of the year, and in the south only 4 were vacant the whole year; of these one never had a school, and the other three have been in operation for some years. There were 142 schools in operation during the Winter, and 152 during the Summer Term. These were in session an aggregate of 16567½ days in Winter, and 15998 days during the Summer Term, making a yearly aggregate of 32565½ days, being an increase of 1260½ days over the preceding year.

Pupils Registered.—There was a registered attendance of 7001 in Winter, and 7165 in Summer—yearly total 14166. The number at school for some portion of the year was 8721. The number of children of school age, according to Returns B, is 8629. The number not at school in Winter was 1194, and in Summer 897. There were only 44 under 5 years registered in Winter, and 101 in the Summer Term. There were 1117, viz.: 632 males and 485 females attended in the former that did not attend at all during the latter term. In Winter the boys exceeded the girls by 549, and in Summer by one only.

Attendance.—The aggregate days attendance was unprecedentedly large in Winter owing to the deeper interest taken by parents to the mildness of the season, and to the prevalence of health throughout the County. The number of days was 462096, being in excess over the corresponding term of 1876 of 43429 days; in Summer it was 409331½, being a decrease of 9915½ days. The yearly aggregate was 871427½, being an increase of 39714½ for the year. The average attendance for full term was, in Winter 3886.39; in Summer, 3687.66. The proportion of the population at school in Winter was 1 in 4.58; in Summer 1 in 4.50, and for the year 1 in 3.6.

It is only by comparing one year with another that we can determine our position. The year 1876 exceeded 1875 by 1 school, 36 pupils, 727 days in session, and 69,732 in the grand total days. 1877 exceeds '76 by 8 schools, 1260½ days in session (but with a decrease of 116 pupils) and 38,714 days attendance. Again, 1877 exceeds 1875 by 11 schools, 1687½ days in session, and 108,447½ days attendance, whilst the registered attendance was 90 less. These dates show marked improvement in the regularity of attendance.

Diphtheria prevailed to an unwonted extent throughout the County during the latter part of the Summer Term, in consequence of which the attendance was greatly diminished. As an illustration of this, let one instance suffice. In one school the attendance fell in a period of ten days from 85 to 25, and for the remaining two months of the term never exceeded 40. Had it not been for this cause the attendance would have far exceeded that presented.

The diminution in the number of scholars is due to the villages. In Westville there has been a decrease of 107 within the year, owing to removals in consequence of depression in coal mining operations.

Whilst we rejoice that the public appreciate the importance of regular attendance more highly, there is still room for improvement. This progress diminishes the necessity of a Compulsory Attendance Law, yet there are instances which moral argumentation cannot influence—cannot reach, but which might be reached by legal enactments.

Teachers.—In the Winter Term there were 149 license teachers, (1 being a substitute), and two license assistants; and in Summer 153 teachers and two assistants.

WINTER TERM.						
	A.	B.	C.	D.	E.	
Males.....	2	29	26	10		Total.....67
Females.....		3	36	33	10	".....82
Assistants.....						".....2
Totals.....	2	32	62	43	12	".....151

SUMMER TERM.						
Males.....	1	29	17	3		Total.....50
Females.....		4	48	31	20	".....105
Assistants.....					2	".....105
Totals.....	1	33	65	34	22	".....155

This shows an increase of 1 A, 5 B, 12 C, and a decrease of 6 D, as compared with the winter term of 1876. In the summer term there was a decrease of 1 A, 13 D, with an increase of 2 B, 3 C, and 5 E. Young men are evidently "aiming higher," as there was but three *third* class males engaged during the summer. Of the 22 grade E females employed, ten went up for examination in July, 6 obtaining grade D, and 3 grade C. Those engaged to do grade E. work, they possessed the qualifications of the higher grades.—In winter there were 24 young teachers, and in summer 17. In the former term 65 continued in the same section, and 41 removed; in summer 85 remained, and 25 removed to other sections. In addition to the 17 young teachers there were 28 others employed who have not taught in this county during the previous term.

Salaries.—The amount paid by Trustees from local sources was in winter \$13,380, ⁸⁵/₁₀₀, and in summer \$13,671, ⁶⁰/₁₀₀, and \$160 for assistants, being an increase of \$762.49 and \$1206 ¹/₄ per term over that of 1876. Total receipts from local sources \$39,897.75, a decrease of \$659.93. Total expenditure \$37,747.80, increase \$367.51. Indebtedness of Sections has been reduced \$954.57. The amount of indebtedness prescribed in the Tables exceed the actual amount considerably as several sections have struck their balance exclusive of the amount receivable from the County Fund for the last term.

Work Performed—I cannot report any *marked* advance upon the previous years—progress has been gradual and steady. A general complaint has been often preferred against our female teachers, and I fear, that in some cases at least, it is just. It is alleged that as soon as they have obtained a grade C or D license, the height of their ambition has been attained—and all professional study laid aside. In a few of our miscellaneous schools, the teachers bring their pupils up to a certain point, but "further advance is impossible." There is reason to fear that the frequent changing from one section to another has some connection with this stereotyped habit. There must be reading and study to keep abreast of the progress of the times. Many of our young teachers bid fair to surpass their services.

Very commendable improvement has been made in writing, and a much better supply of prescribed copies has been furnished. There is comparatively little attention paid to system—the copy is laid before the child and it is allowed to imitate as best it can; the consequence is disastrous to successful progress.

The prejudices of the people and the want of skill on the part of the teachers have prevented improvement in *drawing*, still it is professed by practice in the majority of the schools. There is still opposition to the teaching of history and

geography in many sections. Many contend that these and similar branches can be "learned at home," and the time in school should be devoted to branches that can not be studied "at home." It is much like the argument I have heard advanced against "making children do what is against their inclination." The party affirmed, "no child shall be sent to school until it shows a desire to go, nor should it be set to learn until it shows an inclination to do so." The desire and the inclination must be created and cultivated, so the taste for and inclination to study history must be created and cultivated in the school—they are not a natural product of the human inclination.

Several teachers complain that they can't get their pupils to take an interest in Campbell's History of Nova Scotia. My general advice to such has been,— "Well, store *your own* mind well with the parts, and present them to the pupils in such a manner as will interest and instruct them, and don't trouble them with memorizing the language of the text book."

Picou Academy continues "to do excellent work." It still enjoys the services of A. H. McKay, Esq., A. B., as principal, and Mr. McLellan as teacher of classics. There were 94 pupils in winter and 74 in summer term; of these, 12 were from other counties, and 48 from outside of the town section. The benefits are by no means of a merely local character, but very general and extensive. Its students compare favorably when brought in competition with those of any other Provincial institution of a similar character. In the summer term 28 studied 1st Latin book, and 22 read Latin Authors; 12 the Greek Grammar, and 10 Greek Authors; 35 French, and 8 German; 30 Botany, 35 Chemistry, 25 Surveying, 20 Navigation, 74 Algebra and Geometry, 43 British and British American History, and 28 General History.

The graded schools of the town are doing a good work. As soon as the new Academy buildings, which are yet only in "well advanced prospect," shall have been completed, more satisfactory and efficient arrangements may be made. All our graded schools have maintained their wonted efficiency, and the highest departments, designated "High Schools," have done much in laying a good foundation for a superior education.

The River John High School Department, under the charge of Mr. James A. Forbes, had 70 pupils in attendance, and performed very efficient work.

The New Glasgow High School was divided into two departments, which was a step in the right direction; but owing to the illness of Mr. Cameron, and to the decrease in the number of pupils, the arrangement has been broken up and the department has receded to its former position under Mr. McLean. In the Summer Term there were 59 enrolled pupils; all studied Algebra, 50 Geometry, 7 Navigation, 59 British History, 11 Latin, 12 Greek, 30 French.

The Stellarton High School, under the charge of Mr. Brownrig, maintained its wonted efficiency. Of the 33 pupils, 13 studied Algebra, 15 Geometry, 3 Navigation, 10 Latin, 1 Greek, 12 French. In Westville, Mr. James R. McDonald succeeded Mr. Cameron as principal, and fully maintained the standing not only of his own, but of all the departments.

Supplies.—All our schools have been tolerably well supplied with the ordinary essential, though many possessed but little more. Owing to the universal cry of "hard times" and scarcity of money, I did not press the matter of increased supplies. There are yet 15 schools without a Ball Frame, 30 without a Bell, and 55 without an English Dictionary for the Teacher's desk. There is only one (it was opened in July last) without a map; three have only one map each, all the others have the map of Nova Scotia and the Hemispheres.

I am sorry to say that in many cases the maps and other apparatus, even to the school furniture, are not properly cared for by the teachers, and not at all by the Trustees. The Trustees should hold the teacher responsible for the apparatus and furniture placed under his care. In many cases we find not only

the teacher's desk without lock and key, but the building open to every one that choose to enter. Books, &c., are often removed, registers tampered with and abused. Such things are intolerable and inexcusable.

The multiplicity of books has become a positive evil. With all deference to the action of our Council of Public Instruction, I must dissent from and deprecate the authorization of so many series of readers. The Nova Scotia Series had come into universal use, and all our schools had a pretty good supply. This series gave general satisfaction and afforded good results. Quite suddenly we found "The Illustrated" and the "Academic," followed in quick succession by the "Royal Readers." In a few months, we found the "Academic" and the "Illustrated" recalled, and the "Maritime" substituted, but not until the former had, to some extent, found their way into the schools. Now we find some of all kinds in the schools; classes are multiplied and the time frittered away needlessly. It is a serious matter to the county to have a whole series of School Books changed, many cannot afford the expense. I have not and will not advocate the introduction of any one of the said series, whilst such vacillation and uncertainty prevail. We may have other changes in a few weeks or months. I say to our teachers and trustees "do not change except when a whole class is ready to pass in to another book, then it may be well to adopt one of the new series. All those authorized are good—take your choice." More depends upon the teacher than upon any kind of book, however excellent, to make good readers.

This variety of readers is repressive—destructive of that uniformity at which the system aimed, and carries us back to the time when the school books were liable to be changed with a change of teacher. Better adopt one good series and exclude the others.

Houses.—Three new Houses have been finished and occupied during the year, viz.—in Section No. 28, Hardwood Hill in the North District; and Blue mountains No. 26, and Grant on No. 69 in the south; all are substantial, well finished and commodious buildings, furnished with the Dawson desks. No. 49, Lyons Brook, renovated their building—fitted up an excellent classroom, affording increased accommodation and comfort to teacher and pupils. No. 22, Head of Mount Dalhousie has a building in course of erection. Six Sections have voted an aggregate sum of \$2210 towards building. In two of the said Sections the houses are unfit to occupy during winter, and the schools of course closed.

The School-rooms in general are kept clean and tidy. There is room for improvement in some sections in regard to fires, sweeping, &c. in the winter season. Trustees neglect to provide for such service.

Interest manifested.—So far as visitation is an index of the interest taken in school work, there has been a growing increase. Trustees made 80, clergymen 170, teachers 128, others visitors 1449 more than during the preceding year.

In our incorporated towns the schools are placed in the hands of the town council, and a committee on schools is appointed, just as for any other branch of the public service. As the duties of the councillors are multifarious and onerous, it is often impossible to give the time to superintend the schools that should be given. It might be well to have a committee of supervision to cooperate with councillors.

Returns.—Whilst there is general improvement in accuracy and neatness in the preparation of the returns, some teachers did not manifest the same care as in the previous year. The trustees' yearly returns show little if any improvement. Something must be done to simplify the document, and obviate the necessity of answering the same questions for a number of years.

Amendments.—After a year's experience in the working of the recent amendments, I can report that they have given entire satisfaction.

There are yet a few points upon which dissatisfaction is generally and strongly expressed. *First*.—We claim that all property in a section owned by a non-resident of that section, should be assessed for the benefit of the section in which it lies, and *not* of that in which the owner resides.

Second.—That the determining of the time of the summer vacation be left to the Board of Commissioners and Inspectors of their respective counties. It is admitted that uniformity is desirable, yet, educational interests *must not* be sacrificed for its attainment.

Third.—That the length of the school term should be the same in all sections—that is, that all teachers of the same grade be paid the same amount for the time employed; not 105 days in some and 111 in others.

Fourth.—That there should be a Compulsory Attendance Law, embracing a "truant clause."

Fifth.—That School Commissioners should be paid out of the County Fund for their services.

Argumentation in these points is superfluous. My views in each have been often presented, and as they remain unchanged, I can merely reiterate them.

Personal.—Every section in the County was visited in the winter except Pictou Island, which is virtually secluded during winter. All have been visited during the summer. I failed to examine *two* schools; in the one there were no scholars on account of rain, the other was closed on account of diphtheria. I made 320 visits of inspection exclusive of visits to vacant sections. I continue to devote my whole time to the work.

Terminal Examinations.—121 Schools held public examinations, attended by 1020 visitors; 31 closed without holding an examination. Nearly all assigned as a reason the small and broken state of the school, owing to the prevalence of diphtheria in the section.

Teachers Examinations.—173 Candidates presented themselves for examination, 87 at the Pictou station, and 86 at New Glasgow. From the manner the result has been presented to the Inspector it is impossible to tell how many have been successful. The names of all who had wrought for a higher grade, but who either failed entirely, or obtained the *same* class as that before held are suppressed; the names of those who obtained a higher class, and of new candidates who obtained any class are given. This reports 98 successful, 44 at Pictou and 54 at New Glasgow. I have grounds to believe however that a greater number obtained some class.

We have now a superabundance of teachers, especially of females.

It is time that the anomaly respecting grade B, females, was removed; it has existed longer than is creditable. Grade C is *first* class for females, and *second* class for males. What is the class of a young lady holding a B license? As regards grade and remuneration she has been *masculinated*, (so to express it) or made man of. Let the sexes be placed upon an *equality*, both as regards qualifications and remuneration.

Death has laid its hand heavily upon our educationists during the year. The Rev. Dr. Bayne, Chairman of the Board of Commissioners for the North District, was called away in December last. Personally, I lost a true friend and a judicious counsellor—the county lost its most enthusiastic educationist. The following minute was adopted and placed upon our records in May.

MINUTE IN REFERENCE TO THE DEATH OF REV. DR. BAYNE.

This Board desires to express the sense of the loss they have sustained by the demise of their chairman, the Rev. Dr. Bayne, who, for the long period of 25 years, has been connected with the Board of School Commissioners in Pictou. This Board cannot forget the devotion, the energy and ability which the Rev. Doctor brought to bear upon the cause. An able educationist, he

ever evinced an active interest in the education of the country, regularly attended all meetings of this Board, and whether as examiner of candidates, convener of committees, or Chairman of this Board, won the regard and esteem of not only the members of the Board, but of the public at large. This Board is free to admit that Dr. Bayne's death is a public loss to the cause of education, and they desire to put upon record the deep sense they entertain of the value of his services in the above named capacities. This Board further desire a copy of this minute to be sent to Mrs. Dr. Bayne, with an expression of their condolence, and a commendation of her and her family to the care and kindness of the Great Head of the Church in their bereavement.

A. W. HERDMAN, Conv. of Com.

John Mitchell, Esq., M. D., a member of the South District Board, was also removed. Though he did not manifest the same energy and enthusiasm as Rev. Dr. Bayne, he was a judicious and very useful member.

Four of our teachers have been called away. Mr. John Stewart of grade B, teacher of some experience, fell a victim to pulmonary consumption in May last. He was an amiable and pious young man, a devoted and successful teacher. Miss Annie C. McDonald, by the same malady in October last. A most successful teacher, esteemed by the people and beloved by her pupils. Miss Ella McKay, just entered upon her first term in the service, and bade fair to be successful, fell a victim to diphtheria contracted by a visit to one of her pupils laboring under that malady. And lastly Mr. David Hynde a grade B teacher of 10 years and 9 months service in the Albion Mines Section, who was accidentally drowned. He was a most energetic and faithful teacher. His widow and large family of little children merit the sympathy of the public.

Let these dispensations stimulate us all, from Superintendent to Scholar, to increased activity and fidelity.

Cupid's intrigues carried off seven of our female teachers.

The teachers entitled to the bonus are greatly dissatisfied with its having been discontinued without timely notice. They have a right to expect its continuance until the end of the school year. Many entered upon the Summer Term and made their calculations depending upon it for that term, and supposing that the act "cutting it off" would not take effect until the end of the term. They regard it as a direct and unexpected loss.

In conclusion I would say, that notwithstanding the hindrances and trials experienced, the work has been progressive, and the measure of success fair. We trust that the effects of the epidemic will soon pass away—that our schools will resume their wonted vigor, that by the blessing of God the year upon which we have entered may be marked with still greater success.

All which is respectfully submitted.

DANIEL MACDONALD.

DAVID ALLISON, Esq., M. A., L.L.D.,
Superintendent of Education.

SHELBURNE COUNTY.

A. C. A. DOANE, Inspector.

SIR,—

The educational condition of the County has not materially altered during the year. The number of schools is somewhat less than last reported. This was probably owing to neglect on the part of ratepayers to provide means at the annual meeting for sustaining schools, and, in some instances, to the want of suitable houses.

The sections not having schools are the following:—Light House Island, Ensor's, Middle Clyde, Middle Ohio, McNutt's Island, East Green Harbor, Upper Clyde, West Sable, East Sable, Power's Brook, Upper Wood's Harbor, and the colored section at Port La Tour. The first three sections contain but few inhabitants, or from three to six families in each, have no school houses, and in one only a school of four months. There seems little prospect of school houses or permanent schools in these sections for some time to come. The next three sections are more thickly populated, are without school houses and without schools. Last year a meeting was called at Middle Ohio, a small sum voted towards building a house, a site selected, a few sticks of timber placed on the spot, and the work was abandoned. The trouble seemed to be unwillingness on the part of the people to pay taxes, and reluctance on the part of the Trustees to enforce payment. The same difficulty has arisen on McNutt's Island; the people refuse to be taxed for the building of a school house or the support of a school. At East Green Harbor where there are about sixty children requiring instruction, the school party and the anti-school party have been contending for years, and the former seem now to be gaining, for the frame of a school house has been put up and a small sum has been voted for continuing the work. At Upper Clyde where there is a good school house the Trustees say there are not sufficient children to form a school. The same objection is raised at West Sable. At East Sable the Trustees neglected to secure the services of a teacher for the Summer Term, and the house, not being finished, is too uncomfortable for Winter use. No satisfactory excuse was rendered for not having a school at Power's Brook except the frequent complaint of "hard times." One has been commenced this Winter.

The house at Upper Wood's Harbor was in such a dilapidated condition that the Board of Commissioners deemed it advisable to have it condemned and to direct important repairs or the erection of a new one. The people, however, have not yet made any movement in the matter, and seem indifferent. It is a large section where about eighty pupils are needing instruction. The colored school at Port La Tour is also closed because the colored people being few and not opulent, plead that they cannot support a separate school, and ask to be united with the white section. To this the people of the latter strongly object, and so the matter rests. The colored people for more than a year have not had any school.

A new house has been built at Shag Harbor with one school room and a class room. It is a commodious structure, is furnished with improved desks and possesses many conveniences not found in the older buildings. The house in Hamilton's section was so far completed that a school was taught in it during the Summer. It is of goodly size and is intended for the holding of religious services as well as for school purposes. This is a sparsely settled section, and the few residents deserve much praise for what they have already done.

A new house has also been commenced at East Ragged Islands and will probably be ready for a school next Summer.

Very little has been done towards completing the house at Charlesville. The want of funds is urged as an excuse. The same may be said of the house at Louis Head, the work having remained almost stationary for a year.

An addition has been made to the school at Osborne, so as to form two departments. The new room is convenient, suitably furnished and well adapted for an elementary school. The Trustees and their Secretary deserve commendation for the active interest they have taken in this desirable improvement. The school has been graded during the past year, the higher department being under the management of Mr. W. F. Kempton, a person of good teaching ability, who has been very successful in his work.

The house at McGray's section has been enlarged, fitted with two departments and furnished in approved style. The school is now graded, and, under the energetic and efficient management of Mr. John Robertson the head teacher, ranks with the first in the County. The building and the school reflect much credit on the Trustees, the teachers, and the people of the section.

At the Passage where the schools have been admirably conducted by Miss Letitia Wilson and Miss Maggie Crowell, an alteration has been made so as to adapt the building to three departments and three teachers are now employed. In some other sections slight repairs have been effected, the houses rendered more comfortable, and the furniture more suitable.

By reference to the tables it will be seen that fifty-four schools were in operation during Winter, being seven less than the same term of the previous year. Eighteen male and thirty-eight female teachers were employed. In Summer the number of schools was sixty-three, the highest we have yet had. These were taught by nine males and fifty-five females.

The subjoined table will shew the number and grades of each for the two terms:—

WINTER TERM.							
Males.				Females.			
A.	B.	C.	D.	B.	C.	D.	E.
2	5	7	4	1	16	9	12

SUMMER TERM.							
Males.				Females.			
A.	B.	C.		B.	C.	D.	E.
2	3	4		1	16	12	26

The Winter registration shews the number of pupils in attendance to have been 2925, and the grand total days 181716, or nearly the same as the Winter before.

The registry and grand total in Summer is somewhat less, being 2664 and 162788.

The number of different children at school was more than heretofore, being 3871, making the proportion of population at school some portion of the year 1 in 3.8.

Of the schools it would be difficult to give a detailed account. It is gratifying, however, to state that several of our teachers excel in their profession and their schools prove the valuable services they are rendering. In such the attendance is usually above the general average, the classification and management are good, and the pupils are alive to their duties, thorough in their studies and progressively improving.

The Academy has been well conducted by Mr. J. S. Morton, B. A. More

pupils than usual have been in attendance, their improvement has been very obvious and the half yearly examinations, in which several of the visitors preceded took part, have proved in a high degree satisfactory. In the other departments good work has also been done by female teachers of the first class. The children in each room have been well-trained before going higher.

The following schools were graded:—Shelburne, Lockeport, Osborne, Clyde, Hibbert's Brook, Passage, Wood's Harbor, McGray's and Clark's Harbor. The advantages of gradation are so apparent that in other sections there is a prospect of houses being enlarged for the same purpose.

The most of our schools are tolerably supplied with books. The Nova Scotia series of Readers are still largely retained. Into a few schools the Royal Readers have been introduced and are much liked. The Spelling Book succeeded is in general use. Of Arithmetics we have Mulholland's, Eaton and Frazee's and Greenleaf's. Of Grammar's, Lennie's and McCabe's, the latter in the higher schools. In History, Collier's British, Campbell's and Calkin's old edition of N. S., and Harper's Maritime. Calkin's Geographies; and Greenleaf's and Chamber's Mathematics. In many schools there is an insufficiency of writing books. Parents sometimes neglect to purchase them and progress in this branch is retarded. "Payson, Dunstan and Scribner's" and "Staples' Series" are the most in use.

Drawing is not much practised, so that "model cards" are seldom seen. There is need of some means of imparting instruction in this important art to teachers so that they may know how to teach their pupils.

Nelson's maps of the Hemispheres and McKinlay's Nova Scotia are found in nearly every school room. In several a good supply of other maps are to be met with. The average is about four to a school. Thirteen schools have globes, about three-fourths have clocks, most have hand bells, twenty-five have English Dictionaries, two Gazetteers, and two have prints and diagrams. There are not any thermometers, models of solids, cabinets of natural history, nor chemical and philosophical apparatus. Blackboards are tolerably well supplied, there being about an average of one hundred square feet to each school room. From the above it will be seen that requisite apparatus is not yet provided.

The A returns are nearly all satisfactory, but three-fourths of the B returns were faulty. Trustees complain of what they call unnecessary questions, some of which they do not understand.

At the teachers examination in July last forty candidates were successful, most of whom were from the schools of the County. Of these eight came from the Academy and eight from the school at Barrington Passage.

As an incentive to diligence and a test of the knowledge acquired by the pupils in the different schools of the County, the Board of School Commissioners for the District of Shelburne has arranged for a competitive examination, open to pupils throughout the County, in April next, when suitable prizes will be awarded to the successful competitors. Such examinations bring the teachers and scholars of different schools together, enable them to measure with each other their intellectual acquisitions and serve to stimulate them to more vigorous efforts for the future.

It will be seen from the tables and from what we have written that in some of our sections the people are still without schools, and their children without school instruction, that in many other sections the attendance of the pupils is very irregular, (the average percentage being about sixty) that several of the teachers are of the lower grades, and that a large number change schools at the close of each term. These are evils that need to be remedied.

The Act requires a school in each section, at least six months of the year, yet, every year there are sections without schools any portion of the time. So

long as the rate-payers of these sections are unwilling to move in the matter, decline to elect trustees and refuse to build school-houses, there seems little prospect of a change.

Also, so long as only in a few sections the attendance is good, from seventy to eighty per cent, and in a large portion it is below fifty, and many parents are remiss in their educational duties to their offspring, it becomes almost a necessity that some coercive measures should be adopted so that Schools may be established in every Section and the children, under the paternal control of the government, may be placed in a position to receive the instruction provided for them.

As trustees too frequently, from a false economy, secure the services of teachers of the lowest grades when better qualified are needed, and as female teachers are now admitted to equal rank with male, it is but just that grade E should be withdrawn so that both sexes may compete equally in the same arena.

A review of last year's work affords proof that there has been no deterioration in the character of our Schools, but on the contrary there has been comparative progress; that people, trustees and teachers are gradually conforming to the educational ideas of the period, and that a system, which has so far stood the test of trial and vindicated its adaptability to the wants of every community, will be sustained and advanced as old defects are banished and new improvements welcomed.

I have the honor to be,

Your obedient servant,

A. C. A. DOANE.

DAVID ALLISON, Esq., M.A., L.L.D.
Superintendent of Education.

VICTORIA COUNTY.

KENNETH MCKENZIE, Inspector.

SIR,—

I beg leave to submit the following as my annual report on the state of the Public Schools of this County, for the school year ended October 31st., 1877.

The number of Sections has, during the past year, been increased to 77, by the division of the Section of South Side Little Narrows, No. 29, into two Sections—it having been about 8 miles in length.

The new one is designated S. S. L. N. West, No. 77.

It may be remarked, that while on the one hand, too limited an area in the boundaries of School Sections, is a cause of financial weakness, it is found on the other hand, that too large an extent of territory is attended with very serious disadvantage to the educational interests of the section.

Several of the Sections of this County have suffered from one or other of those disadvantages. Efforts have accordingly been put forth to remedy the evils arising from those, which had been found too large, by dividing, in one instance, 4 Sections into 5, giving 1 of these, it being (sparsely) settled, and long, 2 school-houses, under one staff of trustees. In four other instances, owing to their formation, it being impossible to make an equal division of boundaries, and at the same time secure equal, or even sufficient financial resources to each, it was thought therefore more advisable under the circumstances to grant

the trustees of these sections liberty to build, in each section, 2 school-houses. We have now in this County, 5 Sections with this arrangement. One important object is gained by it; that the advantages of, at least, the elementary branches of a Common school education, are brought within the reach of all in those sections; but still the arrangement in every case is not satisfactory, as the idea in permitting it was, that those schools would be conducted on the principle, as near as circumstances could permit, of the graded system, but practically they are found to be scarcely an approximation to it. The only advantage in not dividing them being, as already indicated, in a pecuniary point of view. Several of the sections that are too limited in extent, are so situated that their boundaries cannot be enlarged to any advantage; and others, without interfering with neighbouring sections. The difficulty realized in sustaining those weak sections and dividing some of the others referred to, may now, however, in a great measure be obviated by the advantages afforded by the late amendment in the school law, which gives trustees power to tax the property of rate-payers sixty years of age and upwards within their sections.

There were erected within the past year 5 new school-houses; 1 in each of the following sections, viz.:—South Gut, St. Anns, New Haven; Middle Harbor, C. N.; Centre Section, Boularderie; Kempt Head; and Ship Yard.

During the winter term, there were in operation 64 schools, and the summer, 69. These gave employment to a similar number of teachers; a large majority of whom, appear diligent and painstaking; but not all, by any means, equally successful. Some have, naturally, and by their superior literary attainments, the facilities in the school-room, necessary to successful work, the advantage over others; but several would deserve, were it not that comparisons are invidious, special commendation. I was glad to observe, in general, with a few exceptions, that during the past two terms, there were satisfactory marks of improvement, not only in the more efficient conducting of the schools and the progress of the pupils, but also in the manifestation of greater care and accuracy in the filling in of the Returns, at the close of last school term, than on former occasions.

It may not be out of place to remark in this connection, that were every teacher to provide himself, or herself, with good ink, make neat and distinct figures, be careful that every column in the Returns be correctly filled in, and that it be preserved scrupulously clean, the execution would not only reflect credit on the teacher, but relieve the inspector of a great deal of ocular straining and unpleasant correction.

The following tables will show the number, grade, and sex, of the teachers employed during the past two terms, viz:—

WINTER.

	A	B	C	D	E	
Males.....	1	6	9	17	—	= 33
Females.....	..	..	8	15	8	= 31
Total.....	1	6	17	32	8	= 64

SUMMER.

	A	B	C	D	E	
Males.....	1	6	10	18	—	= 35
Females.....	..	..	8	13	13	= 34
Total.....	1	6	18	31	13	= 69

There were registered in the Winter term 2263, as compared with the previous one, 2132, making a difference of 131 pupils in favor of last Winter term; and in the summer, 2482, with that of 1876, in which there were enrolled 2429, giving a preponderance on the side of the past year, over the previous one of 184.

According to the Returns, there were at School for some portion of the year, 2649 pupils; the previous year, 2803, the accuracy of which seems doubtful. The number given for the school year just closed, appears to be much nearer the reality.

The number daily present on average, the summer term, was 116,960, making an average daily present, per school, 1694; and the full time, 1076,31. It will be thus seen, that the number registered falls considerably short of one-half of what it would be, had all attended the full time at school; for had 2482, attended the full time, that number would be the daily average of attendance; but it fell short of that by 140,569; but, of course, this does not give the real number of absentees daily because many of the pupils did not belong to the school the full term. The number daily belonging to school of absentees would be 131,240.

If any proper means can be devised to secure a better attendance of the pupils at School, it is clear that such is very much needed.

There is no doubt that if rate-payers who have children of school age, were led to see the propriety of using every endeavour to have them regularly at School, it would be much more pleasant for all concerned, and more in accordance with the real spirit of liberty, than that they should be coerced to the matter of doing so; but if, after all reasonable effort on the part of those who are entrusted with the interest of education in the Province should fail to accomplish this object, what then? Should not the strong arm of the law in that case, interfere and *compel* the parent or the guardian to do that which without the law, he failed to do for those whose intellectual, and moral training, are committed to him? A judiciously devised compulsory law of Education may, therefore, become a necessity; but, by all means let every well matured expedient be *first* tried. Let every obstruction so far as possible be removed. One serious cause of irregular attendance at present is, that, frequently referred to,—that Trustees of School Sections in many instances, without carefully considering whether, or not, the Teacher's capabilities are such as to secure the confidence, and ensure the educational advancement of the pupils in the Section, agree with him for his services, because said Teacher, is willing to engage with them at a low rate of salary. The consequence not unfrequently is, that the teacher proves so far as attendance of pupils, and their interest in study are concerned, an utter failure. Of course it does not follow, that all who may ask high salaries, are to be accepted as first rate teachers; but the inference is clear, that Trustees should be careful not to employ those, whose qualifications are not, at least in some measure, adequate to the requirements of the Section.

Another hindrance in this County and adjoining School Districts is, that the time of holding the Summer vacation, is unsuited to the circumstances of the people, the arrangement of which, under certain limitations, might safely we think be left to the discretion of the Board of School Commissioners, and Inspector of each District.

It appears to me also, that it would tend no little to promote a better attendance at School, if some effective means were used to require those appointed to the position of Trustees, to thoroughly acquaint themselves with the duties and responsibilities of their office, and employ every means in their power to secure the above named object.

The grand total day's attendance for the winter term was 127,005, and for

the Summer, 116,693 ; but for minute details, I must refer you to the tables, and Abstracts of A & B, already forwarded.

I visited nearly all the Schools twice during the past year. In winter, it is impracticable to visit the Schools at Cape North, and, generally those at Ingonish.

The Baddeck Academy and two other Schools had to be closed for a number of weeks in Spring, on account of the prevalence of scarlet fever,—which prevented my visiting them as usual. In two instances I got others, where I could not attend personally, courteously to visit the Schools and report the result to me, viz :—3 of the Schools at Cape North, and 1 school at Grand Narrows. During the Summer term however, I visited all the Schools with the exception of 3, or 4, which happened to be closed on the occasion of my visit ; and another, that of New Haven, which had been in operation only a short time,—and which I found so far out of my way, without a road to it, that its visitation could not be accomplished under the circumstances, without too much loss of time.

I have frequently noticed that wherever a good teacher had been employed for several terms in succession, his school indicated unmistakable marks of satisfactory progress,—whereas on the other hand, where persons possessed of only inferior skill, and no tact in the teaching art, are found, the school interests suffer.

The Baddeck Academy continues under the supervision of Thos. S. McLean, Esq., B.A., with its three departments, to do important educational work,—as it affords teachers and others, opportunities to advance their studies, no where else to be obtained in the County.

Of 49 candidates that passed their examination in July last, 11 succeeded in obtaining a class not received on any former occasion ; a few others, that formerly accorded them ; but generally, with a higher average of marks. 5, succeeded in class sought ; 1, Grade B, and 4, C. Other 4, the next lower class to that tried for, viz :—1, grade D, and 3, E. Other 2, who sought C, got E.

I have endeavoured in this examination, as in former ones, strictly to adhere to the rules furnished for my guidance, both as to the time allowed to answer questions, and exclusion from all external help, as I consider faithfulness in this, of vital importance to the interests of Education. I may say, to the credit of the Candidates, that with the exception of very few, there did not appear to be any attempt or disposition to copy.

I have again to tender thanks to the School Commissioners of this County for their promptitude in attending the several meetings of the Board, of which there were three held this year, and their earnest attention to business,—not forgetting the kindness, and hospitality of people of all denominations, wherever, during my Inspecting tours I met them, or happened to require their assistance.

All of which is respectfully submitted.

DAVID ALLISON, Esq., M. A., L.L. D.,
Superintendent of Education.

K. MCKENZIE.

HALIFAX COUNTY

HINKLE CONDON, Inspector.

SIR,—

My Report on the Public Schools of Halifax County for the year ended Oct. 31st, 1877, is hereby respectfully submitted for your consideration.

In 1864 the enthusiasm and untiring exertions of Dr. Dawson, the lamented Dr. Forrester and other excellent men, worthy of all praise and grateful remembrance, had begun to bear fruit in an aroused public sentiment, and it was felt that if Nova Scotia was not forever to lag behind it was necessary to take a fresh start in educational matters. This conviction led to the inauguration of our present Free School System. It required tact, executive ability, and the most untiring labor to organize sections and settle their boundaries, elect Trustees, appoint Commissioners, provide teachers of the several grades and arrange for the annual and semi-annual meetings, in which so much of the minutiae of our school business must be transacted. The greatest difficulty of all, however, was to firmly withstand the formidable opposition and prejudice which still existed to a great extent throughout the Province. We have been so far successful that we have now 1770 sections, some 2000 schools, and upwards of 100,000 children in attendance during some portion of the year. Whilst, however, we may justly congratulate ourselves on what has already been done, the contemplation of that which still remains to be accomplished, if we would build wisely on the foundation so well laid, and carry on the work in such a manner as shall commend itself to our successors, should nerve us to more strenuous exertions, and a still more intelligent reading of the signs of the times, so that we may go on continually improving our system, and adapting it more perfectly to the requirements of our day, which is emphatically one of transition.

You will find in the statistical tables the leading facts in regard to the number of schools, the enrollment and attendance of scholars, the number of teachers of the various Grades employed, and the receipts and expenditure for school purposes.

Sections.—Our commissioners have again refused to multiply Sections; and if teachers are to receive a fair remuneration for their services; if good school accommodation is to be secured—in a word, if our schools are to be maintained with efficiency—then the formation of small and poor sections must be opposed with inflexible determination. Nor is the argument, so often urged, that children are unable to attend school on account of the distance a valid one, for we find that in Sweden “7000 children travel daily over two miles to school, and 2000 over four miles; yet the attendance is regular, and ninety-seven per cent. of the children are receiving school instruction.” In addition to this, the experience of many of our teachers proves conclusively that there are no scholars more regular and punctual in their attendance than those who come from a distance.

As an example of what can be accomplished by large sections, the following case is in point:—The Commissioners for the Eastern District of this County were petitioned, on several occasions, to divide Murphy's Cove Section into two, the petitioners maintaining that children could not walk three miles to school. The Board refused compliance, on the ground that if the Section remained undivided, one good school could be supported the year round; where-

as, if divided, two poor ones would be the result. The event has fully vindicated their judgment; for on three consecutive visits I found the numbers in attendance stood respectively, 58, 61 and 63.

Houses.—Five new houses have been erected, and one, that at Peggy's Cove, has been enlarged and furnished at a cost of upwards of \$300. They have also expended \$150 on the School House in the Sedgewick Section in the Rural District. Several other sections have laid out sums from \$20 to \$120 in improvements. Provision has also been made for a House with two Departments at Herring Cove in the Western District, and Lake Egmont in the Rural. We hope next year to be able to report that Kirker and Beaver Harbor Sections, in the Eastern District, have provided suitable School accommodation.

Schools.—Winter Term, 112; Summer Term, 116. Last year 22 Sections were reported without Schools during any portion of the year; this number has now been reduced to 14. Of these the Rural District has but one, and that a Gold Mining Section. The Eastern District five, viz: Petpizwick East, Taylor's Head, Mushaboon, Kirker, and Ecum Secum. The Western District eight: Shag Bay, Oak Hill, Green Head, Goodwood, Spryfield, Kempton, Springfield and Montague. It will be seen from this that the number of Sections having no School in Winter or Summer Terms is steadily diminishing, and five more will be added to the list of School Keeping Sections in the next Report.

Attendance.—The grand total of attendance made by all the pupils in 1877 was 660256, and in 1876, 643831, showing an increase for 1877 of 16435; this would have been larger but for the prevalence of that fearful scourge *Diphtheria*, which, in some sections, has been exceedingly fatal. One death occurred at Hackett's Cove where, as a precautionary measure, the school was closed from January 15th to 20th. Indian Harbor reports 17 cases, and Pennant 5, from the same cause. The school at Lower Jeddore (west), after a session of 25 days was closed and not re-opened during the term, the teacher's life being at one time despaired of, and 9 cases ending fatally.

TEACHERS AND GRADES.

WINTER TERM.

A.	B.	C.	D.	E.
2	12	46	38	15

SUMMER TERM.

A.	B.	C.	D.	E.
1	13	46	39	17

TEACHER'S EXAMINATION.

The number of candidates for license in Halifax at the July Examination, the Grades applied for, the number who obtained the grades sought, and the number who obtained a license of some grade, will be seen at a glance from the following table:—

	A.	B.	C.	D.	E.	Total.
No. of Candidates	3	14	93	60	9	179
No. who obtained Grade sought.....	2	3	38	2	1	46
No. who obtained License of some Grade..	2	3	42	35	37	119

I have had much pleasure in reporting, especially to the Eastern and West-

ern Boards at their meetings in May and November, a marked improvement in several schools in many of those points which constitute excellence and ensure success. The methods of teaching are better, the order good and without constraint, because the pupils are kept busy and their energies well directed. In fact, most of our schools shew some signs of progress in the right direction, although in varying degrees. When we consider that we have 15 sections paying an average salary of \$60, and 10 more an average of \$50, we see the necessity of patience and consideration.

As the present seems an opportune time for settling the ground of the Teacher's authority, and defining its limits, allow me to call your attention to what appears to be a growing disposition on the part of many to interfere with the rights of Teachers in the sphere of discipline. Three cases have come under my immediate notice during the past year. One was that of a teacher who was fined most unjustly for a case, similar to that brought before the Halifax City Board. Another, was that of a most excellent teacher, who left in the middle of the term, rather than submit to an unwarrantable interference, which would have so weakened her authority, as to render the maintenance of order and discipline an impossibility. In the third instance, a Trustee entered the school, and, in the presence of the scholars, took the teacher to task, in the most insolent manner. The matter was taken up, and after receiving a lawyer's letter, the trustee was obliged to make an apology. It seems to me that there should be no uncertainty in regard to this question, and as I heartily concur in the Report unanimously adopted by the City Board I shall give it *verbatim* :

"The North District Visiting Committee reported on the case of the punishment of the boy Hawse by Mr. Elliot, of Beech Street School, for insubordination during school hours, for which he was fined \$10 in the Police Court, submitting the evidence given before the Committee, and a certified copy of the evidence taken in the Police Court, and stated :

"The Committee in submitting this report would be perfectly satisfied to allow the evidence to speak for itself, were they not strongly impressed with the fact that the Stipendiary Magistrate in sentencing Mr. Elliot to pay a fine of \$10 and costs, has inflicted a serious injury upon the discipline of the Public Schools of this city; for, if teachers in the employ of this Board and carrying out its instructions in the maintenance of order and discipline by the moderate use of corporal punishment, as has been shown by the evidence in this case, are to be dragged to the Police Court, and summarily mulcted in heavy fines, your Committee feel that the efficiency of our Public Schools is at an end. The Committee cannot close this report without expressing, not only their fullest confidence in the uniform kindness and attention shown by Mr. Elliot to his pupils, but their entire approbation of the course pursued by him in the matter for which he has been (to say the least) so summarily and harshly treated.

"The Committee also recommend that, in the interest of the schools the amount of \$10, fine and costs in this case inflicted upon their teacher, be refunded to Mr. Elliot, and that he be furnished with a copy of this report.

"This report was unanimously adopted."

In the same connection a clause of a memorandum from the Minister of Education for Ontario is so much to the point that I will here transcribe it :—

"The law and regulations recognise the master's position to be that of a public officer, and hence it is his duty by legitimate and proper means to discharge the functions of his office satisfactorily. For this purpose he must be permitted to exercise all the necessary authority, and to vindicate it when required, by such measure of punishment or means as a prudent and judicious teacher would think best in the particular circumstances. Without prescribing any details in this respect, the regulations leave the authority of the master paramount, except in the case of suspension, where they define the circumstances which may warrant this, and the single case in which expulsion can be ordered."

City Schools.—As the Commissioners and Supervisor publish a full and ex-

tended Report of the Schools for Halifax City it is unnecessary for me to enter into minute details. There are, however, many unmistakable signs of improvement which I have noted in my visits from term to term. These are to be found in the sustaining of a large average of attendance, in their more systematic grading, and their general order and discipline. We may reasonably expect a still higher and increasing degree of efficiency when we take into account the large number of high grade teachers now employed, which, as compared with 1873 may be thus tabulated :

	A.	B.	C.
1873.....	0	18	61
1877.....	7	81	58

Another very pleasing circumstance, and on which the citizens of Halifax may well be congratulated, is to be found in the establishment of a High School with such a very competent staff of teachers.

The examination for admission will afford a good criterion of progress in the Public Schools, and must certainly prove a great incentive to diligence on the part of both teachers and pupils.

Respectfully yours,

H. CONDON.

DAVID ALLISON, Esq., L.L. D.,
Superintendent of Education.

LUNEBURG COUNTY.

G. W. HILTZ, Inspector.

SIR,—

I beg leave to submit the following, together with my notes of inspection and statistical tables already forwarded, as my report on the Schools of Lunenburg County for the year just closed.

The financial depression, which has made itself felt over the greater portion of our country, during the past year, has, to some extent, unfavorably affected our Schools—not so much on account of any diminution in their number, but, by interfering with the projected improvements in building, furniture, etc., which I had reason to expect would have been accomplished, and which would, I have no doubt, have materially increased their efficiency.

The subjoined table will exhibit at a glance the number of Schools in operation in the County for the year, together with the number, grade and sex of teachers employed therein, during that period:—

WINTER TERM.							SUMMER TERM.										
No. Schools.	No. Teachers.	Females.	Males.	Grade A.	Grade B.	Grade C.	Grade D.	Grade E.	No. Schools.	No. Teachers.	Females.	Males.	Grade A.	Grade B.	Grade C.	Grade D.	Grade E.
97	98	68	30	2	9	30	28	19	104	104	84	20	2	7	29	33	28

By comparing the above with last year's report, it will be observed that very little change has taken place in the ratio of male to female teachers employed during the year. The tendency, however, is in the direction of the employment of female to the exclusion of male teachers, chiefly, I fear, on account of the relative cheapness of the former as compared with the latter.

Whether the preference for female over male teachers be regarded as a matter of congratulation or not, I cannot but express my regret that it should have the effect of materially reducing the compensation paid to teachers of both sexes.

Though the opinion of Trustees seems to the contrary, I cannot help thinking that the efficiency of a teacher's efforts bears some proportion to the amount of pecuniary compensation which he receives for his services. Economy is not always in the direction of cost alone, but of cost as compared with efficiency.

The number of teachers seeking employment is much in excess of the demand for their services, and this gives rise to competition, in which the less competent teacher is more than likely to win. The present over-crowding of the teaching profession is doing mischief, not to schools alone, but also to teachers themselves, who in the end will be the greater sufferers.

It seems to me that the time has come when teachers of every grade might not unreasonably be required to exhibit certificates of attendance at some Model or Normal school, before being permitted to go up for examination, while those seeking the higher grades of license should be graduates of some school or college in which teachers are specially trained for their work. This would not only prevent the excessive increase in the number of licensed teachers, but would also furnish us with a more efficient and better qualified class of instructors.

The teachers of the County, as a body, still continue to discharge their duties with punctuality and industry, and if their success has not, at all times, been equal to their or my expectations, it is only what one might reasonably expect, when the number of the youthful and inexperienced teachers employed is considered.

The number of pupils enrolled during the year was somewhat in excess of the corresponding term of last year, while the percentage of attendance exhibits a trifling decrease. This has been due, no doubt, in a great measure to the prevalence of epidemics amongst the children usually attending school. This is especially true of the Summer Term.

Owing to a cause, to which reference has already been made, I have little of a material character to report respecting improvements in school grounds, furniture, etc. A few sections have enclosed their play grounds and put up out-houses, but no attempts have yet been made at ornamentation.

The first and most pressing necessity, that of providing a good and commodious school-house, having been met, it is but reasonable to expect that some attempt should be made to beautify and adorn its surroundings. A few schools have replaced their old and worn-out furniture by seats and desks of a better class. A small number, too, have made addition to the apparatus previously in use.

Notwithstanding the "hardness of the times" six new school-houses have been erected during the year. These are all substantial and commodious buildings, creditable alike to the liberality of the rate-payers and the energy of the several boards of Trustees. The following are the names of the sections in which these buildings have been put up:—Lakefield, Baker's Stambourne, and St. Matthew's in the district of Lunenburg and New Dublin, and Sherwood and Chester in the district of Chester. The building put up in the town of Chester contains three departments, capable of comfortably seat-

ing about 150 pupils, and is amply sufficient in this respect for the present needs of the section.

During the year I have visited all the sections having schools, except four. Two of these were insular sections, and, as remarked in a previous report, very difficult of access in Winter, the only period in which the schools are in session. The remaining two were not visited owing to causes beyond my control. A number of sections having no schools were also visited, and efforts made to awaken in the minds of Trustees a certain degree of enthusiasm in the cause of education. These visits have already borne some fruit, and I have reason to hope much from these and similar attempts.

The school registers have been, in a majority of instances, neatly and carefully kept. In some few cases, teachers seem to have forgotten that these records are public property and liable at any time to be consulted, and have taken little or no pains to make their entries either complete or accurate. The number of the careless and indifferent in this respect is growing yearly less, and I have no doubt ere long will be reduced to a minimum.

I am glad to be able to report a considerable improvement in the A returns, the accuracy and neatness of which is greatly increasing. The B returns is, however, incapable of improvement, and is simply a standing reproach upon Boards of Trustees, who, if they make the proper effort, would less frequently fail to have them properly and accurately filled in. The statistics therein contained, with all the care bestowed upon their correctness, are to be regarded only as approximations to the truth.

Respectfully submitted,

DAVID ALLISON, Esq., L.L. D.,
Superintendent of Education.

G. W. HILTZ.

CUMBERLAND COUNTY.

W. S. DARRAGH, Inspector.

SIR,—

With pleasure, I submit the following Report on the Public Schools of the County of Cumberland, for the year ended 31st of October, 1877.

In the Winter Term one hundred and twenty-three schools and departments were in operation, and in the Summer Term one hundred and thirty-eight. This is a gain of two departments in the winter and nine in the summer over last year.

The following table presents at one view the number, grade and sex of all the teachers employed in the county during the school year which has closed :

		Winter Term.		
	Males.		Females.	Total.
A.....	1	B.....	1	Males..... 27
B.....	9	C.....	39	Females..... 96
C.....	11	D.....	32	
D.....	6	E.....	24	123

Males.		Summer Term.		Females.		Total.
A.....	1	B.....	1	Males.....	24	
B.....	9	C.....	48	Females.....	114	
C.....	7	D.....	38			
D.....	7	E.....	27			138

The abstracts already forwarded to the Education Office give the required statistics in full.

The county is divided into two School Districts, and each has a separate School Board. The Commissioners for the District of Cumberland Proper meet semi-annually, on the second Tuesday in November and May, in Amherst. The Parrsboro' Board meets on the third Tuesday in November and May, in Mill Village. This meeting of the second Board occasions delay in getting teachers money, as the sheets cannot be completed until after the meeting of the Parrsboro' Board.

Number of Sections.—The number of Sections in this County is *one hundred and fifty-two*. Of these, Cumberland Proper has four graded schools and the County Academy; and Parrsboro', has two graded schools, one in Mill Village and the other in Advocate Harbour.

The County Academy, under Mr. Eaton's Supervision, has been doing very well during the year. Mill Village, graded school, has advanced under the care of Mr. Hutchinson. Mr. Reid has done remarkably well in Oxford, and Mr. Davidson's efforts have been successful in advancing Spring Hill Mines, graded school. The Trustees are providing accommodation for a third department. Books, with very few exceptions, are not now provided as school property, but trustees mostly furnish maps, globes, and apparatus. During the term, I visited all the schools that were in operation, with the exception of some seven or eight. Much educational work has been accomplished, but some necessary improvements are yet to be reached; the last examination of teachers is a clear proof of this. One hundred and fourteen candidates were examined in July last, 14 received grade C.—29 obtained grade B.—20 had to be satisfied with E.—and 51 failed altogether.

This is the *Ninth Annual Report* I have made on the Schools of Cumberland. I have nothing new to add to the matters discussed in former reports. During the year fair progress has been made in the schools. I close this report with a simple tribute to the memory of the late Rev. A. S. Hunt, our former Superintendent.

All of which is respectfully submitted,
W. S. DARRAGH.

DAVID ALLISON, Esq., M.A., L.L. D.
Superintendent of Education.

QUEENS COUNTY.

C. T. ANDREWS, Inspector.

SIR,—

This, my fourth annual report on the condition of the public schools in Queens County, together with the several statistical tables, notes of inspection, &c., I respectfully submit for your consideration.

The steady progress of our schools and the growing appreciation of our educational privileges manifested throughout the county are, to say the least, gratifying.

Notwithstanding the unusual depression in almost every department of industry, no signs of a retrograde movement can be seen in the schools, which, on the contrary, are increasing in number and efficiency. Not one section, provided with a suitable school-house, has been without a school during the entire year.

In the Winter term there were 46 schools, and in the Summer 50, showing an increase of 5 over that of 1876. The number of pupils registered in the Winter term was 2163, and in the Summer 2879, with a grand total days attendance of 137,874 for the Summer, and 142,807 for the Winter, representing an increase of 23013 over that of last year.

The subjoined table exhibits the number, grade and sex of the teachers employed during the year :

WINTER TERM.

Teachers.	Grade—A.	B.	C.	D.	E.
Male.....	1	9	5	4	—19
Female.....	—	—	14	8	4—26
Assistants.....	—	—	1	—	—1
	1	9	20	12	4 46

SUMMER TERM.

Teachers.	Grade—A.	B.	C.	D.	E.
Male.....	1	5	3	2	—11
Female.....	—	1	18	11	10—40
Assistants.....	—	—	1	1	—2
	1	6	22	14	10 53

The promptness with which sections respond to the notices from the Board of Commissioners to provide themselves with suitable school-houses confirms my belief that in a very short time not a discreditable building will be found occupied for school purposes in our County.

Grafton Section has made commendable efforts in replacing their school houses, and now have a neat and commodious building completed, and have again commenced school.

Pleasant River has made good progress in the erection of a new house, and will, no doubt, push it to a rapid completion. Some difficulty existed in reference to the proposed site, which, however, was settled by the Commissioners, and the building will be completed, ready for use, after the Christmas holidays.

Albany New is progressing more slowly with their work. A little assistance from the Commissioners will, no doubt, stimulate them to greater activity.

Hibernia has also been awakened to the necessity of a Winter School, and will have their house plastered and finished ready for school after holidays.

One new section (Summerville) has been added to the list in the Southern District by the sub-division of two larger ones, and a new and commodious school-house with a hall over-head has been erected and will be open for school in the summer.

While the multiplying of smaller sections at the expense of the larger ones, is not strictly in accordance with the recommendation of the Council, yet, it manifests an ambition on the part of parents to keep their children at

school, the greater part of the time, by securing school privileges nearer home, and very often the divided sections will, by a little extra exertion, continue to maintain quite as efficient a school as before.

Another section (Fox Creek) after laying dormant for a number of years, has been resuscitated. Here I would again acknowledge the kindness of our friend Chas. D. Mack, whose disinterested efforts to benefit outlying sections by aiding me to establish schools, is fully appreciated.

Denmark has already opened school in their new building, and realizing the advantages of a school, are determined to keep it open Winter and Summer, proving that the "State of Denmark is not rotten." Nearly every section in the southern district provided with a school-house, has had a school during the whole year. While in the northern district Caledonia Corner and Harmony were without a school during the summer. They have, however, again opened their schools, and I trust, will not allow the neighboring poor sections to outstrip them in educational zeal by suffering their schools to be closed another term.

The Furniture in most of the schools are either the patent desks or a fair imitation, one or two only have old-fashioned long desks. The Apparatus in the majority of the school-rooms is either defective, deficient or defunct. All have Maps and Black-boards. A few have Globes, Lexicons, Gazeteers, &c. Two only have a part of a Chemical and Philosophical apparatus. None have a complete set of appliances for illustrations and experiments in Chemistry, Philosophy or Astronomy.

So far as externals go, this is no doubt a favorable record. There are, however, serious drawbacks to educational advancement still in many of our schools. These are—

First, A too frequent change of teachers, owing to the inability or unwillingness of rate-payers to make adequate remuneration for the services of first-class teachers. It is absurd to expect a young man or woman with any education, spirit, or ambition, conscious of their value, to be content to teach for a salary equal to that of a day laborer, or an indifferent mechanic. Trustees will complain that they cannot keep a teacher. "So soon as they get to be any good they leave." I can only tell them, make their business pay and they will stay—stick to you like wax.

Another obstacle to progress is defective discipline, either from an innate incapacity for governing on the part of the teacher, or as the result of a bad influence brought to bear upon the child at its own home—a want of sympathy between parent and teacher. There is no more effectual barrier to the success of a teacher than a want of harmonious action between parent and instructor. I have no sympathy for the father or mother who listens to the frequent rehearsals of a tale-bearer's troubles at school, and avenges exaggerated and imaginary wrongs upon the head of a task-worn and patience-ried teacher. This kind of love for offspring can be seen in any of the lower animals not endowed with reason. Surely the teacher has enough to contend with in subduing the natural man in a child, in adapting himself to the different dispositions of children—enough to drain his nervous system and exhaust his patience in overcoming the natural stupidity of some, and trying to penetrate the ironclad brains of others, without being requested to "step out" and test his physical powers with some brawny-armed athlete. Teachers as a general thing do not want to fight with parents; they would rather brook an insult.

Another, and I fear the greatest hindrance, is irregular attendance. Upon the question of a Compulsory Law, I have in two previous reports given my views, and shall at present content myself with a brief remark.

There are certainly two sides to the question as there are also two different standpoints from which to regard the present school system. If the aim of

the law be the universal education of the children of our land it is certainly defective, because it leaves a loop-hole through which every child can escape and run home with impunity and not one receive an education. If the purpose of the act be to give every one an opportunity to go to school if he choose then it is fulfilled.

The past has been a year more than usually fatal to our schools on account of illness. In almost every instance my visit was preceded by some prevailing epidemic, and in some registers the list of absentees was frightfully swelled with the mumps.

Still another hindrance to success is the remissness of many of the Trustees. The Register betrays much indifference on the part of these officials. The record of visitation in many instances being utterly blank. A partial remedy for this state of affairs is in the hands of the ratepayers at each annual meeting when the greatest care and discrimination should be exercised in filling the vacancies. An amendment of the School Law making the public funds contingent upon the proper performance of the duties of the Trustees would straighten things up wonderfully. Doubtless the B Returns would then come in correct and satisfactory. As they are now filled in and forwarded, the statistics compiled therefrom must be far from reliable. In many instances the most important questions are unanswered, causing much unnecessary annoyance. If the Trustees cannot give exact answers, an approximation can be made by them better than by the Inspector. If they are unable to guess, I can do nothing for them. The practice of medicine might improve that faculty somewhat.

The A Returns are generally correctly filled in.

The Teachers generally during the past year, have devoted themselves to their work with a zeal and intelligence deserving of much commendation. My preference to Normal school teachers, and my reasons therefore, I dwelt upon in my last report. I have since seen nothing to change my opinion.

In the resignation of Mr. McVicar, the County Academy has sustained a loss which I trust may be compensated by his successor, Mr. Smith, whose labors in other sections have hitherto been highly appreciated.

This High School, as I purpose calling it, has maintained its wonted high prestige, and will compare favorably with any in the Province. The various departments are thoroughly and efficiently taught by a staff of well-trained, active and zealous teachers, leaving little more to be desired or necessary for the accomplishment of the purpose for which it was established. It is with regret that I have to report the resignation of Mr. J. H. McKittrick, who conducted the Primary Department of this Institution for the past two years with unquestioned ability and unrivalled success.

The Graded School at Mill Village is still conducted by Chas. D. Mack with his usual thoroughness, efficiency, and success. The ratepayers of this section are certainly alive to their own interests in retaining the services of so capable and experienced a teacher. His calling is not a stepping-stone to some other profession, but a devoted life-study—hence his success.

Mr. Chas. Richardson still continues to teach the Brooklyn School in his own even methodical and pains-taking manner in spite of the salary, which is entirely inadequate to the support and encouragement of such teachers.

The Milton School has been taught during the past year by Mr. Eben C. Hilton, a faithful and efficient teacher, whose services have been freely acknowledged and fully appreciated by the section. He is succeeded by Mr. George Cleveland whose reputation as a teacher warrant the expectation of continued good results. The miscellaneous schools generally have been taught by active, energetic and high-toned teachers who rarely fail to leave an intellectual reprint of their own minds upon the characters, dispositions and habits of their pupils.

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

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

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

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

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

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

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

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

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

sweep, with closed doors and windows, is daily made by stirring up the dust, the heavier portions of which are carried out of the door, while the finer particles are left floating about in the air of the room, bearing infectious diseases to the lungs and blood of the children, Disinfectants and other precautionary measures are entirely ignored. My experience in this matter justifies me in urging upon the Council of Public Instruction the suggestion of the Inspector for Cumberland (W. P. Darragh) to "constitute every Inspector a Health Officer, required to enforce an efficient system of hygiene in our schools."

Whatever strictures upon delinquent officers I have made in my remarks, I trust will be taken by them in good part. Much good may be done in remedying defects in the working of our present school system by bringing the evils before the public in the Inspector's Annual Report.

With all deference to yourself, my dear sir, I cannot close this report without a parting tribute of sorrow for the death of my kind friend and adviser, the late Superintendent, whose sympathetic nature and uniformly courteous demeanor during all our official intercourse won my confidence and respect. A. I. D., as you now have assumed the arduous and responsible duties of the office as his successor, be assured that in your efforts to advance the educational interests of this County, you will receive the sympathy and co-operation of your subordinate officer and

obedient servant,

C. T. ANDREWS.

DAVID ALLISON, Esq., M. A., L.L. D.,
Superintendent of Education.

KINGS COUNTY.

COLIN ROSCOE, Inspector.

SIR,—

With my fourth Annual Report, hereby respectfully submitted, I forward the usual statistical tables and notes of inspection for the year ending Oct. 31st, 1877.

These tables have been prepared with much care, and show a greater number of schools and a larger attendance for the past year than for any previous year in the history of the schools in this county.

At the annual school meeting of 1876, A. D., more liberal sums were voted for school purposes than heretofore, with a view to secure as many well-qualified male teachers as possible for the winter. This gave to the County a large number of excellently conducted schools for that term, and although too many sections changed teachers for the summer, giving their schools into the hands of female teachers, and, in many instances, to those untrained and inexperienced; yet the year's work has been one of progress and much success. The condition of the schools, which I am inclined to describe as reasonably satisfactory, does not, for a moment, exclude the idea that there is still room for improvement and advancement in almost every direction. I have shown by means of the following tables, the number of schools, the number of pupils enrolled, and the attendance for the past year, together with a comparative statement between the *past* and the years 1875 and 1876 :—

TABLE I.

Term.	No. Schools.	No. Teachers.	Pupils Enrolled.	Attendance.
Winter.....	101	112	5121	311256 days.
Summer.....	103	109	4832	256510 "

TABLE II.

Term.	B.	C.	D.	E.	Males.	Female.	Total.
Winter.....	23	60	24	5	50	62	112
Summer.....	15	48	30	16	25	84	109

TABLE III.

WINTER TERM.

Date.	No. School.	TEACHERS.							Pupils Enrolled.	Attendance.
		B.	C.	D.	E.	Male.	Female.	Total.		
1877.	101	23	60	24	5	50	62	112	5121	311256
1876.	85	18	48	22	16	41	57	98	4456	266095
Increase	16	5	12	2	..	9	5	14	665	45161
Decrease .....	..	..	..	..	5	..	..	..	....	.....

SUMMER TERM.

1877.	103	15	48	30	16	25	84	109	4832	256510
1876.	93	9	44	30	13	19	77	98	4528	260125
Increase	10	6	4	..	3	6	7	13	304	....
Decrease .....	..	..	..	..	..	..	..	..	....	4615
Increase for year ..	26	11	16	2	2	15	12	27	969	40535
Decrease " ..	..	..	..	..	..	..	..	..	....	.....

TABLE IV.
WINTER TERM.

Date.	No. School.	TEACHERS.							Pupils Enrolled.	Attention.	
		A.	B.	C.	D.	E.	Male.	Female.			Total.
1877.	101	..	23	60	24	5	50	62	112	5121	311256
1875.	95	..	19	48	33	7	48	59	107	4729	262286
Increase	6	..	4	12	..	..	2	3	5	392	49020
Decrease.....	..	..	..	..	9	2	..	..	..	.....	.....

SUMMER TERM.

1877.	103	..	15	48	30	16	25	84	109	4832	256510
1875.	103	1	10	39	43	20	22	90	115	4880	256049
Increase .....	..	..	5	9	..	..	3	..	..	2	461
Decrease.....	..	1	..	..	13	4	..	6	4	..	.....
Increase for year..	6	..	9	20	..	..	5	9	1	394	49481
Decrease " ..	..	1	..	..	22	6	..	..	..	.....	.....

The foregoing comparison indicates an increase in the attendance and in the number of schools and pupils, as well as in the number of teachers of the higher grades. While there is much cause of encouragement, in many matters connected with our schools, there are many hindrances which compel us to admit, that advancement is gained only at the snail's pace; and our schools are not reaching that high standpoint, once fondly hoped for, so rapidly as would be desired. Every candid teacher admits, that the strictures and unfavorable criticisms, made upon some of the schools, are due to the indiscriminate employment of untrained and inexperienced teachers. It is not at all a matter of wonder that under the present system of selecting teachers, many a school is simply kept, not taught; and it ought not to be a matter of surprise, that the people are becoming painfully aware of this, and are awakening to the fact, that there is an erroneous waste of time, energy and money, and that the results are not at all commensurate with the labor and treasure bestowed upon our Schools. I do not undervalue the fact, that so many of our teachers have attended the Training School, and appreciate the advantages gained thereat. I believe the erection of the New Normal School Building, at such an expense to the Country, will prove a happy financial operation, provided all teachers hereafter are either required to receive their training, or demonstrate in such an Institution their ability to teach, before being allowed to take charge of a

School; and I am of opinion unless this course be adopted, our expectation to see our schools rise much above their present standing, will be disappointed. The question is often started, in my own mind, why a Normal School was ever established in Nova Scotia, if professional is not requisite—is not a necessity? Teaching is an art to be learned by apprenticeship, like any other art, and a special training for the business of teaching, is as indispensable as for any other pursuit or profession; and the time is not very distant when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained in the principles and methods of instruction, than to employ a surgeon who had never made himself acquainted with the science of human anatomy. Every man's reflection and experience will satisfy him that the teacher's duty is important, complicated and arduous. It is not a mere piece of job work, to which any broken down man can turn his hand, but a profession, or calling, which requires knowledge, judgment and experience. The natural conclusion to which I have come in this matter, is, our system of licensing teachers needs to be very much modified. It has frequently occurred to me, that the examination should be partly oral and partly written, and more time should be given to it than at present; and in no case should a candidate receive license who had not demonstrated, by actual practice, in presence of the professors of the Training School, his ability to teach with good effect. I am of the opinion that the license should express the ability to teach as well as the knowledge of the teachers, and the law should provide that all teachers of the same qualification shall receive the same remuneration for the first year's service; and an annual advance for excellence manifested in teaching and school management. There are in this County two teachers to each school; many of these, having made preparation at little expense, in the schools in their own Sections, will keep school for a very small sum in addition to the Government Allowance. This is effectually driving a large number of our best teachers from the profession. By increasing the requirements of teachers, those who do not intend to make teaching a business, will drop from the ranks; and by increasing their pay, and establishing a scale of salaries by law, the best talent may be retained in the work.

Table V. shows the *highest* and *lowest* salaries paid to the teachers per term, and the average rate for both the Winter and Summer Term of the past year in Kings County:

TABLE V.

MAXIMUM.

Grade.	B.	C.	D.	E.
From Section.....	\$287 50	\$175 00	\$150 00	\$60 00
Govt. Grant.....	80 00	45 00	30 00	22 50
Total.....	347 50	220 00	180 00	82 50

MINIMUM.

Grade.	B.	C.	D.	E.
From Section	\$75 00	\$40 00	\$20 00	\$30 00
Govt. Grant.....	60 00	45 00	30 00	22 50
Total.	135 00	85 00	50 00	52 50

Average Salary for Winter Term.

From Section	\$171 00	\$76 00	\$54 00	\$46 00
Govt. Grant.....	60 00	45 00	30 00	22 50
Total.....	231 00	121 00	84 00	58 50

Average Salary for Summer Term.

From Section.....	\$171 00	\$91 00	\$67 00	\$35 00
Govt. Grant.....	60 00	45 00	30 00	22 50
Total.....	231 00	136 00	97 00	57 50

I cannot admit that we look for improvement on the part of the teacher only. It would require an advance of 25 per cent. upon the present supply of books and apparatus, to put our schools in a position to take full advantage of the labors of good teachers; and I would suggest that no Section, except those classed as "Poor Sections," which will not vote a minimum sum for the support of schools, and comply with the Regulations (1 & 2) of the Council of Public Instruction, with reference to Books, &c., be allowed a full participation in the distribution of Provincial Grants.

I would not for a moment overlook the pleasing fact, that we have some teachers in this County who understand the true end and aim of education, and expend all their efforts to get their pupils to gain knowledge for themselves. Their course stimulates the pupil's efforts, strengthens his powers, quickens his interest in the subject, and makes him take pleasure in learning it, teaches him how to learn other subjects, leads him to the formation of habits of thinking for himself, and in short, promotes the true object of education. I have very little sympathy with mere text-book teaching. My conviction, formed after much observation, being that it must, in the end, retard progress, and work an injury alike to pupils and teachers.

Bonus.—It could but be expected that teachers, whose service entitled them to the Bonus, and those who were making preparation and looking forward to it, should be disappointed on learning that it is withdrawn. I believe it has been the means of retaining teachers at the work longer than they otherwise

would have taught, and think its continuance, as a recognition of merit, as well as service, would be for the interests of education.

School-Houses.—The school-houses at Lake George and W. Hall's Harbor, were destroyed by fire last Winter. The former, being a "Poor Section," received a small grant from the County School Funds, which, added to the sums subscribed by friends in different parts of the County, and in the Section, has enabled the Trustees to erect a good house, affording accommodation to all the children in the Section. The latter has made no provision for re-building.

Randville and Horton Landing have completed the houses spoken of in my last report; and Aylesford Mt. Section has a house in the course of erection. Welsford, N. Scott's Bay, and Mountain Home Sections, have repaired their school-houses, adding much to their comfort. Greenwich, New Minas, Lower Horton and Lower Gaspereaux have voted money for building.

Text Books.—There are now on some subjects so many authorized text books, that there is danger of the uniformity being destroyed. I think it very necessary not to use more than one text-book upon the same subject, in the same school. This is especially desirable in the matter of Readers; and I feel it would be an advantage to the schools, if the *best* were selected from the *three* series of Readers now prescribed, and the remaining *two* struck from the authorized list.

History of Nova Scotia.—It has been the practice to give more prominence to the History of Great Britain than to that of our own Country. This arose, in part, from want of a suitable text-book upon the subject. Campbell's History being authorized, has been put on trial, and the testimony of the teachers in this County is, "it does not meet our expectations." I have examined, carefully, Calkin's History of Nova Scotia (Revised Edition), and believe it well adapted to our wants, as the first text-book upon history children should study. It is written in a pleasing style, is brief, and contains all the important facts found in many larger books.

New Schools.—Pine Woods Section has been without a school for several years until last term. The inhabitants, composed of white and of colored people, were not able to sustain two schools, and could not agree to send to the same school. At the last May meeting, the Board of School Commissioners set off the white inhabitants into the adjoining Sections; and granted special aid to the remainder, thus enabling them to sustain a small school. A colored woman holding a Permissive License was engaged as teacher, and under her instruction the children made commendable progress in reading, spelling, writing, arithmetic and oral geography.

White Waters, a new Section, formed by dividing Lower Pereaux into two Sections, has had a school for the first time, during the past term.

In closing this report, I wish to testify to the prompt and courteous attention I have always received from the Rev. A. S. Hunt, late Superintendent of Education, during our four year's official intercourse, as well as to the active and untiring interest he has ever manifested in all measures relating to the educational interests of this County; and tender my warmest thanks to my numerous friends throughout the County, whose hospitality I have been invited to accept.

I have the honor to be, Sir,

Yours, obediently,

COLIN W. ROSCOE.

DAVID ALLISON, Esq., M. A., L. L. D.
Superintendent of Education.

INVERNESS COUNTY.

JOHN Y. GUNN, Inspector.

SIR,—

The present condition of education in the County of Inverness, the progress made during the year just closed, and the prospects for the future, are briefly delineated in the following pages:—

PRESENT CONDITION.

School Sections.—The whole County is now sub-divided into 139 school sections—50 in the North and 89 in the South.

No new sections were formed at either the May or November Session of the South. But at the May semi-annual meeting of the Northern Board, portions of B. C. Intervale and Lock Bain were detached from these Sections and united to form Chancellersville Section, 37½—a section not entered in the B. abstracts—its rate-payers and property assessments being embraced in the statistics of sections 21 and 37.

In the Southern Districts no sections were placed on the special aid list, but the following removals were made:—Cringwisk, (No. 4,) Glencoe, (No. 30,) Dallas Brook, (No. 42,) Big Brook, (No. 48,) Gillis Cove, (No. 53½,) River Dennis Chapel, (No. 60,) Top Cape, (South, No. 67,) Top Cape, (North, No. 62,) and Skye Mount, (No. 65.)

In the Northern District, the following were taken off:—Grantosh, (No. 1,) Big Intervale, (No. 12,) and Big Brook, (No. 18); owing to the paucity of pupils and rather straitened circumstances of the rate-payers of Upper East Lake, No. 25—the Commissioners were induced to have this section replaced on the poor list.

The following amended list of sections entitled to extra grants from the Provincial and County Funds, will be of service to you in checking appropriations to this County for the current school year.

South Inverness.—S. W. Bridge, No. 13; S. W. Ridge, No. 14; Big Ridge, No. 31; Indson, No. 31½; Ross Mill, No. 41; Bluis Mill, No. 46; Mill Brook, No. 50½; Bluis Cove, No. 53; Boom, No. 54; New Creywish, No. 56; Lake Hortan, No. 56½; N. W. Arm, No. 57; Rear Long Point, No. 58; River Dennis Road, No. 59; Scotch Hill, No. 64; Big Harbour, No. 66; Seal Cove, No. 68; McKuyris' Brook, No. 70; and Duif's, No. 73—19 in all.

North Inverness.—Pleasant Bay, No. 1½; Cape Rouge, No. 3; Jacos, No. 8; N. E. Egypt, No. 16; Lake O'law, No. 17; S. Settlements, No. 19; Up. East Lake, No. 25; Lewis Mount, No. 27; Cody Settlement, No. 30; B. C. Ponds, No. 33; Rear Loch Baid, No. 38; Whyccomah Mount, No. 39; S.W. Egypt, No. 40; Window Lords, No. 41; Martin, No. 42; and Glenmore, No. 43—16 in all. Taking the whole county, there is a nett reduction of eleven sections—nine in the south and two in the north.

School-houses.—Buildings for school purposes are provided throughout the length and breadth of the County. 52 are finished externally and internally, and 86 externally and only partially internally.

During the year nearly three thousand dollars have been expended in providing increased accommodation.

A new school-house has been lately erected at Cape Rouge, another, a clear

credit not only to the section in which it is situated, but to the whole county. At Eastern Harbour, two departments, each finished and furnished up to the times, together with a commodious hall and portico.

From Margaree Harbour to Cape Rouge, a distance of over *twenty-five* miles, all the school-houses—ten in number—are built in the same style—12 feet walls, 5 to 6 windows on each side, 5 to 6 panes high and 2 wide,—in every case elegantly furnished externally, and the most of them internally, and furnished too with all the ordinary school room appendages—books, French and English, maps, black-boards, clocks, &c. All honour to the hardy toilers of the sea.

The school-house at Broad Cove Marsh has been enlarged by the addition of another compartment and wing. The building in its present form reflects much credit upon the whole settlement.

The rate-payers of Chancellersville have also come to the front with a neat and tasty structure.

The Trustees of Red Bridge, River Inhabitants, have displayed much energy and public spirit in erecting and partially finishing a building superior, in many respects, to the school-house lately destroyed by fire in that section.

The new style of architecture, so called, has been adopted in this, as in every other school building erected within the last few years in the County.

Five new school-houses are now in course of erection in the County, and at the last annual meeting the sum of Two Thousand Two Hundred Dollars was voted for building purposes.

From the abstract of B. returns, by the way, a very unreliable source of information, it appears that about \$36000 have been expended in this county since 1864, in school buildings alone, the present value of which is put down at \$33000. In this estimate is included an approximation of the present value of *Furniture and Apparatus*. The supply in this respect may be sufficient, or nearly so, in *quantity*, but in many sections all ideas of *quality* seem to be ignored. Superannuated stoves and pipes, rickety seats and desks, blackboards which are not black, and maps tattered and torn, may all count in tables of statistics, and still be "marvellously insufficient" to fulfill the objects for which they were originally intended. Sooner or later, legislation must step in to remedy this evil. If Trustees' drafts on the county funds were to depend upon the condition and supply of school buildings, furniture, apparatus, books, &c., there would then be a mighty movement among the dry-bones; trustees and rate-payers, now notorious for laxity, would strain every nerve to qualify themselves for the largest possible receipts from the public funds.

3365 square feet black surface, 339 wall maps, 14 terrestrial globes, and a number of clocks, hand-bells and dictionaries for the teachers' desks are reported, and valued at \$1993.

During the year 40 orders for school books were forwarded by Trustees, involving an outlay inclusive of freight and other charges of \$323. In 40 sections the school books are kept as public property. In all the others the books used are private property. In some sections the supply is well kept up. Generally the schools in which the books are kept as public property are well supplied. When the books are the individual property of the pupils the supply is rarely commensurate with the demand. In a number of schools the multiplicity of Text Books in English Reading naturally retards classification. Would it not be a step in the right direction for the Council of Public Instruction to sanction either the "Royal" or the "Maritime Provinces" series, and no other—one would do as well as the other, there being no material difference between them. Either is incomparably superior to any other series for which public patronage is claimed.

TEACHERS.

During the year the professional corps in active service embraced :—

46	Teachers of the First Class—Males.
90	“ “ “ Second “ “
75	“ “ “ Third “ “

AND

19	Teachers of the First Class—Females.
31	“ “ “ Second “ “
31	“ “ “ Third “ “

Being in all 211 males and 81 females. In addition to these, 12 male and 9 female assistant teachers were employed.

By Terms,—

22	First Class—Males.
42	Second “ “
37	Third “ “
10	First Class—Females.
16	Second “ “
14	Third “ “

were employed during the Winter Term, and

24	First Class—Males.
48	Second “ “
38	Third “ “
9	First Class—Females.
15	Second “ “
17	Third “ “

during the Summer Term.

With respect to professional status, as compared with previous terms, it affords me pleasure to report progress, clear and unmistakable. We have a steadily increasing minority of *superior* teachers, a very fair show of *good* ones, a large number varying from “very fair” to “fair,” and from fair to “poor” and “very poor.”

When allotments to teachers, from the Provincial Treasury, will be paid according to a regular scale of inspection results—new life and vigor will be infused into the whole educational system.

School Attendance.—During the Winter Term 4955 pupils were registered, and 5484 names were entered during the Summer Term. This is a large enrolment when it is remembered that there are but 5674 children between 5 and 15 in the County. 6602 *different* children attended schools during some portion of the year—being something like 25 *per centum* of the present population of the County. During the Winter Term 52 pupils younger than *five* and 636 over *fifteen* attended schools, and during the Summer Term the names of 165 pupils younger than *five*, and 265 over *fifteen* were enrolled. I regret to find in almost every section that a number of the pupils who attend and frequently do well during the Winter Term, drop off towards the close of the Term, and are not again seen within the school house walls until the commencement of the next Winter Term. When the attendance is irregular meagre results invariably follow.

Ways and Means.—It appears there are 3284 rate-payers in the County—representing property liable to assessment for school purposes valued at \$1428515. Balance on hand from the previous year footing up the amount of \$260; sectional assessment, \$10230; County fund, \$7024; money borrowed, \$132; and receipts from other sources, \$1170—constitute a total aggregate of

\$18562 in the hands of Trustees to meet a total expenditure of \$18432. The expenditure consisted of the following items:—debts for previous years, \$898; teacher's salaries, winter, \$5337; summer, \$5857; asst's. salaries, \$262; interest, \$13; land for school purposes, \$185; repairs, \$767; new buildings, \$2910; repairs to seats and desks, \$244; school books, \$297; fuel, \$1352; insurance, \$33; commission, \$235; and miscellaneous, \$92. The present sectional indebtedness is, \$2232.

PROGRESS.

Many schools fall below the desired standard, a state of things largely attributed to the negligence of trustees and rate-payers. Rate-payers are frequently culpable in not placing a sufficiency of money at the disposal of the trustees to enable these officers to engage competent teachers. Trustees are in very many cases, to say the least, *inattentive* in the discharge of the duties appertaining to their office. With these officials there is frequently a dereliction of duty, (1) in not officially visiting the schools entrusted to their charge, and (2) in engaging teachers from any other consideration than professional skill and devotedness. In certain sections, I am told, teachers are sometimes engaged not so much for professional capacity, as for their being so fortunate as to have blood relations members of the Board of Trustees.

When schools are lifeless, trustees in their neglect to visit and stimulate—are, in nine cases out of ten, more to be censured than teachers. When trustees are intelligent and energetic in the performance of their duties, visiting at regular intervals, and taking notes of progress or otherwise—the schools under their supervision are invariably hives of industry and neatness.

The salient features in the way of progress during the year are, (1), an increase in the number of school sections and additional facilities for school attendance; (2), a larger number of teachers employed than during any previous year; and (3), a considerable advance in the attendance of pupils of both sexes at school, with enlarged accommodation and additional appliances to assist in the communication of instruction and in the development of mind.

By an amendment to Chap. 32 of the *Revised Statutes*, the Academy Grant, annually allowed to Inverness, agreeably to the schedule to Sec. 71, is to be hereafter appropriated as an additional allowance to High Schools in the County. The School Commissioners to whom the function of selection is delegated, have, at the semi-annual meetings of May and November, chosen the Schools of Port Hood, Port Hawkesbury, Whycocomah and Eastern Harbour, as the select schools for the combined districts.

During the Summer term, the advanced department of the Port Hood School, was under the Superintendence of Mr. Duncan Chisholm, a young gentleman of education and considerable professional experience.

The primary department was in charge of Mr. Alex. McDonald, a teacher of the first class.

The advanced department of the Hawkesbury School, in charge of Mr. J. W. McLean, a teacher favourably known in various parts of the Province, was very efficiently conducted.

The primary department has been, for several years, taught by Miss Rhoda Embree, a young lady of superior professional attainments.

In the High School, in Whycocomah village, under the very efficient superintendence of Mr. W. H. Magee, I was delighted to find the attendance large, the evidence of progress on the part of the pupils marked, and the trustees evincing the most laudable interest in the success of the school.

Miss Mary Magee taught in the junior department. She handled her classes as only one specially trained to the work can. Every exercise evinced first-

class ability and consummate tact. In all the branches peculiar to it, this department ranked fully as high as the advanced.

The school-house at Eastern Harbour is one of the finest country buildings of the kind in the Province. All the surrounding sections contributed *fifty* dollars each to aid the trustees of this thriving little village, in the erection of a structure of which the whole settlement is justly proud.

Mr. Daniel Collins had charge of the English department during the Summer term. Mr. Collins, in addition to considerable college training, has had several years experience in teaching. He performed his duties to my entire satisfaction.

Mr. Evariste LeBanc, an alumnus of Memramcook College, taught, and still teaches, in the junior departments. In this department French is the vernacular of the children, and instruction is given almost entirely in that language.

As the knowledge of French is rapidly becoming an element essential to a liberal education, I can, with confidence, recommend the Eastern Harbour school to parents desirous to initiate their boys and girls into a colloquial, and to a certain extent, literary knowledge of the language of Fenelon and Voltaire.

A number of other schools of a high order could be enumerated, notably, those of Port Hastings, (two depts.,) B. Cove Marsh, (two depts.,) Margaree Forks, and many others with good buildings and superior teachers.

With all the imperfections of many of our public schools, and their name is legion, as to general results, I can honestly report progress.

That there are poor teachers and poor schools, I admit, and I am prepared also to admit that there will be such, and until the final consummation of all things; some teachers, I am led to understand, while their articles of agreement are literally legal, at the same time have a private understanding with the trustees, that they will be satisfied with their allotments from the Provincial and County Funds. As a natural result of such agreement, I am quite satisfied, that many teachers fail to attest to their Returns, although the names of Justices of the Peace are invariably subscribed to these documents. In my last Report, to remedy this evil, I suggested that teachers should be compelled to attest to their Returns before, or in presence of, a School Commissioner—an opinion which I still hold; difficult as it may be to devise measures incapable of circumvention,—a vigorous effort should be made to remedy an evil which is universally admitted to exist, to some extent, at least.

PROSPECTS.

When an annual appropriation of nineteen thousand dollars from the Provincial and County Funds alone, is made for County Educational purposes,—it is quite natural that the public should expect some material return for such a large expenditure. I am happy therefore, to report a wide-spread, awakened interest upon this subject. The day is not far distant when an enlightened public sentiment will discriminate in the choice of trustees; when trustees will chose teachers from higher motives than selfish nepotism. When teachers will be required to have, not the education requisite to run the gauntlet of the prescribed syllabus, solely, but also general intelligence and tact to excite the mental powers to healthy activity.

I am delighted to find that at the recent Session of the Provincial Teachers' Association, special prominence was given to the desirability of establishing Teachers' Institutes. As the Teachers of this County have, for the most part, received no special training for the business of teaching, I know of no means so easily attainable and which would be productive of such general beneficial results, as the establishment of local Institutes, organized and conducted as nearly as practicable upon the plan of good common schools.

The summer vacation would suit admirably for general county organizations. But to ensure efficiency, some legislative provision should be enacted to secure the attendance, at the regular Sessions of the Institutes, of all those teachers who have not already received special professional preparation.

In this connection permit me to acknowledge my high regard for your late lamented predecessor—the Rev. Mr. Hunt,—a gentleman whom I always found prompt and punctual in all his business relations with me, kindly in disposition, and friendly in his co-operation for the advancement of every measure calculated to elevate the standard of education in the county.

Here, and now it becomes my melancholy duty to record the demise of two esteemed members of the Board of School Commissioners.

Rev. Allan McLean, P. P., with a mind cultured by an exceptionally long course of training in the far famed halls of Valladolid, and subsequently, by travel through the more historical localities of sunny Spain and other parts of the Continent—was always respected and esteemed by every member of the Board of Commissioners, for the maturity of his judgment and the broadness of his views in dealing with educational questions.

Of all the School Commissioners, Hugh McMillan, Esq., was perhaps the most punctual in his attendance at the semi-annual meetings of the Northern Board. Long and varied experience as a Teacher and as a School Commissioner, and abundant technical knowledge which he was always ready to utilize in the examination of school returns and in testing statistics—rendered him a most efficient member of the School Board.

In conclusion, I beg to express my most grateful acknowledgments to School Commissioners, Teachers, Trustees and a host of other kind friends whose sympathy, co-operation and unflinching hospitality, I shall never forget.

Very respectfully,

JOHN Y. GUNN.

DAVID ALLISON, Esq., M. A., L.L. D.,
Superintendent of Education.

RICHMOND COUNTY.

R. BENOIT, Inspector.

SIR,—

I beg leave to submit, for your information, my Report of the state of the Schools in the County of Richmond, for the year ended Oct. 31st, 1877.

Before entering into details and figures, I have the pleasure to remark that the condition of our schools is constantly, though slowly, improving from year to year. Education is being generally more and more fully appreciated by our people, the law better understood, and more determined and earnest efforts made to bring it under its legitimate and complete operation. In consequence, there is everywhere manifested a greater, stronger, and more sincere desire on the part of rate-payers and trustees, to erect suitable and convenient school-houses and provide them, at least, with the necessary furniture and apparatus, thereby procuring more comfortable accommodation for their children; trustees and people now, as a rule, endeavor to secure and, in fact, insist upon more satisfactory and higher results from the school than heretofore; and they show greater anxiety to procure the services of really competent teachers, and are

not satisfied in many cases with less than such, although they may, at times, have to put up with teachers of inferior grades and fair ability, or of superior grades and mediocre capacity. These manifestations and exertions to raise the standard of education in our midst, are cheerful and encouraging for the future progress of the schools in this County, where so much yet remains to be done; nor, though these leading features are well delineated and traceable, still the condition of our schools generally is not what it ought to be. In justice to our people, it must be admitted here, however, that considering the very general and serious financial embarrassment incident upon the almost total prostration of trade and commerce for the last four or five years, entailing the nearly complete ruin of our shipping interest, upon which our prosperity so much depends, they have accomplished, perhaps with few exceptions, as much during this dull and trying period as could be reasonably expected. With the return of prosperity, with the revival of the coal trade particularly—for as long as that industry will remain in its present state of depression, the people of Cape Breton as a whole *cannot* be prosperous—we may look forward with most sanguine hopes for the advancement of education in this part of the Province. With the present disposition of the people towards the acquisition of knowledge, if prosperity should once more bless the land, it is conclusively evident that we would eagerly seize the advantage it would give to secure the very many and paramount benefits conferred by education.

Sections.—One more section has been formed this year by the division of L'Ardoise, No. 28, which has been named and numbered West L'Ardoise, No. 67, making 67 Sections in all in the County. This division was an urgent desideratum. L'Ardoise, No. 28, was large in extent and populous, and, although there were children of school age enough for a graded school with three departments, it was clear that, judging from the past disposition of the rate-payers, the required accommodations would not have been provided for sometime to come, contented as they were with a building barely sufficient to seat 60 pupils, when there were nearly 150 in the Section. Now, I anticipate the best results will follow from the division when the western Section gets in full operation—a larger and more regular attendance, and more satisfactory and steady progress.

There were 13 Sections having no school during the Winter Term, 9 in the Summer, and 6 during the year. Of these, Lochside, No. 7; Grand Grave, No. 62; Fourche, No. 33, and Beard Island, No. 64, have no school-houses. Lochside has had no school for the last two years. The trustees previous to that time had all along the use of a school-house erected a good many years ago by a private gentleman, the heirs of whom are not disposed now to give the use of their building any longer to the Section, and the rate-payers being few in number, and not wealthy, have refused to tax themselves to build one of their own. Grand Grave commenced the erection of a building a few years ago, but before it was completed it was destroyed by fire, and no attempt has been made to rebuild since. The rate-payers—at least some of them—have, however, continued to send their children to school to St. Peter's Island, the adjoining Section. Fourche has not yet seen it's way clear to replace the building maliciously burned down last October twelve month; and Bear Island has been unable to finish the school-house commenced in 1876, on account of the almost complete failure of the boat fishery around that shore, upon which all the rate-payers depend for a livelihood.

School-houses.—South Mountain, Cape LaRonde, and Black River have erected very suitable buildings during the year, and sufficiently pushed the work towards completion to have school in them—the two first deserving special mention for their solidity of construction, size and neatness. Petit De-Grat has thoroughly renewed and somewhat enlarged the old school-house, so

much so that it may be called a new building. It is now much more suitable and commodious.

Schools.—There were schools in operation in 53 Sections during the Winter Term, having 62 departments, in which were registered 2663 pupils, who made a grand total days' attendance of 166316. In the Summer we had schools in 57 Sections with 66 departments, which were frequented by 2917 scholars, making a total attendance of 166437 days. Comparing the foregoing figures with those of the previous year we have a very satisfactory increase.

1877.	No. Dep'ts.	No. Pupils registered.	Grand total days' attendance.	Average for time in Session.	Per Cent.	Proportion of population at School.
Winter Term.....	62	2663	166316	1483.56	56.13	1 in 5.3
Summer Term.....	66	2917	166437	1591.34	55.56	1 in 4.8
Total for the year..	128	5580	332753	3074.00	55.84	1 in 5.05
" " 1876.....	125	5404	302200	2773.28	52.25	1 in 5.23
Increase.....	3	176	30553	301.62	2.59	.20

Teachers.—The number, grade and sex of teachers employed during the year are as per subjoined table, and also placed in comparison with totals for 1876 :

1877.	Grade.					Males.	Female.	Both.	Assistants.
	A.	B.	C.	D.	E.				
Winter Term.....	1	15	16	20	10	39	28	62	1 D
Summer Term.....	1	13	13	21	18	34	32	66	0
Total for year....	2	28	29	41	28	73	55	128	1
" " 1876.....	2	22	37	36	28	67	58	125	0
Increase.....	..	6	..	5	..	6	..	3	1
Decrease.....	..	..	8	..	..	..	3	..	..

The minority of our teachers did indifferent work, the mercenary and the incompetent; the majority of them were faithful and laborious, and many were an honor to the profession.

Everybody who is at all acquainted with school work is convinced that "the teacher makes the school." It is, therefore, to be regretted, I think, that the Legislature should have judged it proper and necessary to do away with the Bonus paid to teachers of grade B. This amendment has created quite a general dissatisfaction among our teachers, and I will be candid enough to admit that I sympathize with them, both for their sake and the efficiency of the schools. The Bonus, though small, was some encouragement to teachers of grade B to remain in the profession and a great inducement to those of inferior grades, particularly of grade C, to study to qualify themselves for grade B.

But this incentive, little as it was, has been cut off. Without wishing to be disrespectful to the assembled *wisdom* of the Country, I cannot help considering this change a *big* mistake. The legislators have urged, I believe, as a reason for the change, the need of retrenchment on the educational grant brought about by the altered financial condition of the Province; very good. But, why not retrench where it might have been done without dealing an indirect but very injurious blow to the efficiency of our schools? A saving of several thousand dollars, without mentioning other things, could have been effected by rearranging the inspectorial districts and having only nine or ten, instead of eighteen Inspectors. This is a change, too, that has been advocated for some years, the advisability of which must be admitted on several and higher grounds than the economizing of some thousands of dollars, the authority for the carrying out of which was, some years ago, vested in the C. P. Instruction—the Governmen. The Government, I have no doubt, will see the necessity of making this important change very soon.

Text Books.—I have had the pleasure of examining the *Royal* and *Maritime* series of Readers, and must pronounce both excellent—a very decided improvement indeed on the N. S. Series. Although both are, in most respects, equally worthy of a place in our list of text books, and of being introduced in our schools, I have to give my preference to the *Maritime* series, for two reasons; (1.) their cheapness, placing them within easier reach of the poor; (2.) the very valuable features of treating of subjects connected with our history and geography and containing extracts from some of our own writers. These, in my opinion, enhance the merit of the series to an extent that, other things being equal, entitle them to a universal use in the schools of the *Maritime* Provinces.

Before concluding, it becomes my painful duty to have to record the death of one of our most zealous and assiduous Commissioners of Schools for this County, the Rev. James Ross, of Grand River, Presbyterian Minister, which occurred in the early part of the past summer. The regularity with which he attended the semi-annual meetings, although living about 40 miles from Arichat, where the meetings are held, and the deep attention he gave to the various matters with which the Board have to deal, proved the great interest he took in education in general, and in its advancement in this County in particular. Grand River and surrounding sections, especially have lost in him, a friend who was ever keenly watchful of their educational interests, and who will not be easily replaced.

In view of the above demise and the serious loss this Province has lately sustained by the death of the Rev. A. S. Hunt, our late worthy Superintendent of Education, the Board unanimously passed, at their last meeting, the following resolutions:—"That this Board record its high sense of the loss this Province and Education have sustained by the death of the Rev. A. S. Hunt, late Superintendent of Education; and also its sense of the loss this Board and County have suffered by the demise of the Rev. James Ross, of Grand River, for many years one of its most active members."

In summing up, I may justly say that 1877 has been a year of fair educational prosperity in the Public Schools of Richmond County.

Respectfully.

R. BENOIT.

DAVID ALLISON, Esq., L.L. D.,
Superintendent of Education.

YARMOUTH COUNTY.

G. J. FARISH, Inspector.

SIR,—

It becomes my pleasant duty at the close of the year to render you, for the first time in your official capacity, a Report of the present condition of the Schools of the County of Yarmouth, their progress and their prospects.

For the time that has passed since the commencement of the present Act, there has been, with the exception of the past year, a steady, and in most cases, a rapid advance in all matters relating to the Educational interests of the County. During the last year we have, in some cases, barely held our own ground, owing mainly to the excessive stringency of the times, which operates in retarding education as well as the leading industries of the County. When no ships are built and no remunerative freights are to be obtained, our people are compelled to curtail their school expenses as well as those of their houses.

That there has however been progress in some particulars may be seen by comparing the Abstracts of 1876 with those of 1877. In them we find as follows:—

		1876	1877	Gains.
Number of Teachers and Assistants,	Winter....	79	81	2
“ “ “	Summer....	82	84	2
Number of Pupils registered,	Winter....	3827	4280	453
“ “ “	Summer....	3874	4007	633
Total days' attendance,	Winter....	268932	286687	27755
“ “ “	Summer....	239884	267893	27509
Square feet of black-board,	Whole year.	15022	16273	1215
Number of Wall maps,	“	270	308	38
“ Globes,	“	40	47	7
“ Dictionaries,	“	36	41	5
“ Clocks,	“	63	65	2
Salaries of Teachers,	“	\$19217	\$21138	\$1921

Our Resources were.....	\$37488
“ Expenditure was.....	31152
“ Indebtedness is.....	4247
“ Value of School property is.....	90840

So that financially, we are in a very satisfactory position to commence another year; and can in most respects compare favourably with any other County in the Province.

But we have further gains not so well expressed by figures. The teachers are of a superior class, decidedly improving each year in their ability and in their work. They also teach a longer time than formerly; for it is a rare thing that a school is closed before the expiration of the term, or within a few days of it, except from sickness or some other unavoidable cause. A whole term is the rule, less than that the exception. The school-houses too have in many cases been repaired and refurnished.

We have at present an ample supply of teachers for our wants; and are not now, as formerly dependent upon our neighbours. And I cannot say too much in favor of the majority of them. There are, to be sure, in this as in every other profession, a few who should not be on the list, who are sadly out of their sphere, and whom I should be glad to see abandoning their present calling for one more suitable to their abilities; but we cannot get rid of them all at once, and others of the same class are constantly intruding themselves. These generally work for low wages, and in the eyes of some trustees, this atones for a multitude of defects.

Some Inspectors recommend that Grade E should be abolished. We are not ready for that yet in this County, nor is it probable that many others are in a more advanced position. We have a grade below E to be disposed of first, namely, those few who are working under Permissive Licenses. I would recommend that no teacher be allowed, under any circumstances to teach under a Permissive License for more than one year. Give them that time to prepare themselves and submit to the annual examination, and if they cannot then step up into grade E, let them step out and give place to those who can. A lower class of teachers than D seems to be absolutely necessary for supplying some of the poor, distant and scattered settlements; therefore we cannot yet dispense with the grade E, or something equivalent, something below grade D at any rate, by whatever name it may be designated. I think there should be no distinction between male and female teachers, they should all stand upon the same level according to their capabilities. Our female teachers are taking grade D, and some male teachers could not get higher than E.

In my visits I find a decided improvement in school-work, especially in Arithmetic and Writing. I attribute it in the latter case to the introduction of Payson, Dutton and Scribner's copies in the place of Staples'.

There are 68 Sections in the County, and it is gratifying to state that out of these, 65 have had the benefit of a public free school during one term, at least, of the past school year. Of the three remaining, one has just finished a new house and opened it with an efficient teacher, the second is talking of doing the same, while the third (colored) is in a hopeless dogged condition and could not be moved out of their lethargy by the lever of Archimedes.

During the last year I have inspected nearly every school in the County twice, and in some cases oftener; and I generally spend from 2 to 3 hours in each. Thus, I cannot accomplish more than two visitations in a day. My most distant sections are 32 miles from home in one direction and 28 in the opposite.

The standing complaint of the teachers for so many years, the want of a variety of Reading Books, has been swept away; and they are now so overwhelmed by the rush of new matter that they are at a loss from which to select. Nor is it easy to obtain from them a decided opinion of the merits of each, some preferring the Maritime Series, some the Royal Readers. That they are both good there can be no doubt, but the old Nova Scotia Readers need not yet be entirely discarded, for they contain many excellent pieces, the best of which I find appropriated by these new aspirants for popular favour.

In the twelve Reports that have preceded this, I have so thoroughly exhausted every subject usually brought forward in such documents, that it seems needless to travel over the same ground again. I will therefore bring this short statement to a close, with the hope that under your energetic supervision, our educational affairs will in the future be most successfully promoted.

I am, Sir, Your most Obedient Servant,

G. J. FARISH.

DAVID ALLISON, Esq., M.A., LL.D.
Superintendent of Education.