

The great barrier, in the way of the spread of education, among a mixed people, composed of Protestants and Catholics, is the introduction of the Scriptures into the schools; Catholics being opposed to the indiscriminate use of the Scriptures, either in the schools, or among the mass of the people, and especially the Protestant version of the Divine Record; Protestants on the other hand, insisting upon the free and untrammelled use of the Scriptures in all the educational establishments of the land. As long as these two antagonistic principles prevail, it will be a difficult task to make and promulgate laws on a broad and national basis, that will be suitable to all denominations. Hence, the mass of society, through the means of these conflicting denominationalities, will have to grope their way through the discordant elements, and remain for a time—a short time we hope, in a state of comparative ignorance.

It is evident from the preceding statements, and the state of the public mind of the British Islands, that a change in the system of public instruction is close at hand, no one of the three national systems, as they are called, being sufficiently comprehensive, and applicable to the growing and changing wants of the nation. Let the future system be what it may, one principle will, no doubt, if we view the public mind aright, be embodied into the system—namely, each locality will be empowered to control their own schools, subject to an Imperial Board, and be paid for

their services.

The principle of *local control* of the schools appears to be the avowed aim of the advocates of an improved system of education in Great Britain; and this view of the subject is also gaining ground in other countries.

It has been, and still is, too much the practice in all countries, both on the part of teachers and other officers connected with the public schools to enforce children to study a certain amount of crude and useless matter, under pains and penalties. This, and many other defects, arising out of the defective systems heretofore in operation, would be obviated by parents—the natural guardians of their offspring—parents, who know most about their children's aptitude and abilities to learn, taking a more lively interest in the supervision of the schools.

The long standing educational experience of the Mother Country ought to teach us of the Lower Provinces of British North America, who have been continually patching up systems of education ever since the first settlement of the country, to take a bold stand, and introduce a broad philanthropic system of public instruction, that will meet the requirements of the country.

In order to this end, Education must be free to all; Local Boards ought to be established, and Local Inspectors appointed, and paid for their services; then the mass of society would take courage and begin to foster the elementary schools of the country.

Educational Statistics—1858.

Designation.	Nova Scotia.	New Brunswick.
Estimated population,	310,000	220,000
Number of Schools,	879	762
School-going pupils,	34,600	(30,000 in 1857) 24,140
Total amount paid to teachers of elementary schools,	£13,379	£19,000
To Colleges, Academies and Grammar Schools,	4,362	6,000
Amount paid by inhabitants in aid of Common Schools,	32,055	(£20,200 in 1857) 12,16 ¹
Cost of official management of Common Schools,	900	2,120
Average salary of School Masters per annum,	14	25
Proportion of population attending School,	one-ninth.	one-ninth.
Normal and Training Schools,	1	1
Number of Students,	64	70