

number in the Province, may be about 50,000. A third table tells us that the average attendance is a little over 30 pupils; that the number of teachers is about 900, and their average income, £36 7s. 14d.

It is obvious from the above figures, that education is far from being in a healthy condition amongst us—that there is not only great destitution in the means, but that the quality must, as a necessary consequence, be of a very inferior character.

In the first place, there are nearly 20,000 children, or 40 per cent of the whole juvenile population, entirely without education. This is an evil of appalling magnitude, and cries aloud for instant and active remedy. Every hour that it is allowed to remain, is deepening a stain upon the character of the Province. There is another of almost equal importance staring us in the face; the wretched remuneration of teachers, rendering as a matter of course, the quality of the instruction imparted, uncertain and unsatisfactory.

The appointment of Superintendent, if it had effected nothing else, would have been of lasting benefit, as being the means of bringing prominently before the public eye, the serious deprivations, in an educational point of view, which a very large proportion of our fellow colonists is at this moment suffering. We would earnestly appeal to every enlightened and patriotic mind, to make a great and united effort to arrest this downward tendency. The subject is surrounded with difficulties—but for that very reason we should grapple with it the more resolutely.

Nova Scotia will owe, even should it never pay, an everlasting debt of gratitude to the man who secures for her a cheap and efficient system of education for every child within her borders. But he would have a higher and far holier reward—the proud consciousness in his own mind, of having lifted up his country to a level with those around her; of having infused into her the true spirit of progress, the spirit of a virtuous and enlightened mind, guiding and animating an entire people.

The Superintendent has already done something in the way of preparation. He has visited several hundred schools; he has lectured in every important town and village in the Province; he has established Teachers' Institutes, with greater or less success; he has introduced small libraries into many of the schools, and has indeed, considering his means and opportunities, effected more than his warmest friends contemplated. But after all, he has done little more than make the evil known. The remedy still remains to be applied.

We are sorry we can only glance, as it were, at the proposals made by Mr. Dawson, for bringing an efficient education within the reach of every one, viz.: the establishment of a Normal School for education, and the principle of Assessment for supporting it. The plan is sufficient, if properly carried out, but we cannot by any means agree with many of the details of it. He proposes £900—for site, building and furniture for a Normal School, a sum