

average proportion of the children attending school is 1 to 4 of the population. In the states of Maine, New Hampshire, and New York, the average is 1 to 3. On the continent of Europe, in those nations where more attention has been paid, and that for a lengthened period, to the cause of national education, the proportion is 1 to 6. And in other less enlightened nations, it is considerably less. In England, where there is no national system, it is 1 to 10; in Ireland, where there is, it is 1 to 7; and in Scotland, where the population has far outgrown the national system, it is 1 to 8.

FOURTH.

It is shown that much neglect exists throughout the province as to the state of school houses; a large portion of them are unfit for the reception of pupils, situated in unhealthy and unpleasant places, ceilings too low, and without sufficient space to ensure health, and the want of other accommodations, etc.

By the table it appears that there are: Male teachers, in winter, 755, summer, 579, female teachers, in winter, 250, in summer, 520. The number of common schools teaching classics, 13; number teaching geography and grammar, 127; frame houses, 469; log houses, 186; good buildings, 398: bad, 171; library brooks, average for the year, 6,025; school books, do., 5,476; globes 56; Maps, 2,521; and black-boards 640.—Average duration of each school, 10 months, 2 weeks, 1 day.

FIFTH.

The Rev. Principal complains, no doubt very justly, of the irregular attendance of pupils, "for example, the great disparity between the attendance in summer and in winter. There is, too, the vast difference between the number enrolled and the daily average attendance. There is also no small amount of irregularity, some of the members of a family attending for one quarter, or, it may be, even for a shorter period, and others for another;—a practice, this, almost inseparable from the mode in which education is supported in this country;—a practice which, however much it may suit the convenience of parents, neither does justice to the children, nor to the teachers, nor to the system they are pursuing."

The report refers to the evils arising out of the prevailing course pursued by parents in taking their children from school at the very time when they are making the most proficiency; and also to the great evils arising out of the repeated change of teachers, "at the very time when his instrumentality is likely to be most effectual, when he has become acquainted with the peculiar phase and character of the intellects of his scholars, and when they have acquired familiarity with his method of teaching, if method he has, does he repair to some other situation, leaving, it may be, some 40 or 50 fine children, without any apparent compunctions, to the next teacher who may pass along, and that may not be for months to come."

We cannot fully agree with the Rev. Dr in casting the whole blame, for the repeated change of teachers, upon the teachers themselves. This practice, so prevalent, and detrimental to the advancement of education, arises, in too many instances, out of the envious and fault-finding dispositions of school constituents, along with, in some instances, the nomadic habits of the teachers;—the great fondness that exists in society for change—for something new, is as much applied to the change of teachers, as it is to the arbitrary change of fashions.

This section of the report very eloquently concludes by saying, that "the grand end to be aimed at in all education is the cultivation and development of the various powers and energies which the Creator has bestowed on his rational offspring. Knowledge is necessary for this purpose: but it is so merely as a means. It is the instrument by which the end is effected; and, in very proportion to the importance of the end so is the instrument. But is it not much to be feared that with too many knowledge constitute the *summum bonum* of all education. And hence the all but universal cry is—"give us quantity or variety;"—and hence, too, the prevalence of the notion, that, if the mind is stored with facts, and the memory duly cultivated, it is all that is requisite to constitute an accomplished scholar. Such attainments may fit or qualify for a creditable discharge of the duties of a particular vocation or profession: but they will never elevate man to that nobility of position which his nature and his destiny alike entitle him to claim."