

opened, the Rev. Charles Lloyd and Mr. Alex Brown being the first teachers. Mr. Lloyd soon retired, owing to ill-health, and was succeeded by Rev. James Waddell, of Truro, Nova Scotia. In 1843 provision was made for the employment of an additional teacher. The Academy henceforth was conducted with great vigor and success and grew into a very valuable educational institution.

An Act of the Parliament of 1830 authorized the appointment of a Board of Education of five persons. The Board was required to meet every three months. Shortly after the passing of this Act the appointments were made. According to the provisions of our present School Act the Board of Education consists of nine members, being composed of the members of the Executive Council, the Principal of Prince of Wales College and Normal School and the Chief Superintendent of Education for the Province. The Provincial Teachers' Association are endeavoring to secure direct representation on the Board. Such representation would facilitate a frequent interchange of views upon matters which the teachers as a body might desire to bring under the notice of the Executive, and would bring the members of the Government into more direct contact with the teaching force.

In 1837 the first official Inspector of Schools for the province was appointed in the person of Mr. John McNeill, formerly Chief Clerk of the House of Assembly. He held the situation of Inspector for ten years, during which time he effected much improvement. In 1837 there were 52 schools; and 1,649 scholars. When Mr. McNeill vacated the position in 1847 there were about 125 schools and over 5,000 scholars. His first report was published in October, 1837, and gave a graphic description of the educational conditions of the country at that time.

I will now quote some paragraphs from this report:

"Though various laws have been enacted from time to time by the Legislature of this Island for the regulation of schools, and considerable sums of money have been appropriated for their encouragement, I regret to have it to state from recent personal observations that the system of instruction pursued in many of the country schools throughout the Island is extremely defective and consequently but little really useful and substantial knowledge is acquired by the children attending them.

"This appears to me to arise from several causes, some of these perhaps unavoidable in a new country like this. In many of the settlements the inhabitants are poor, and, having to struggle with numerous difficulties in procuring the means of subsistence for their families, the education of their children is with them a matter of mere secondary consideration. And even when they do turn their attention to this important object they are not (generally speaking) very scrupulous in the selection of their teachers, satisfying themselves with the common idea that it is better to have any teacher than none at all.

"The little encouragement which is in most cases held out to teachers of character and qualifications and the precarious manner in which their salaries are paid operate most powerfully as a bar in the way of the advancement of education. Hence it too frequently happens that it is only persons of shipwrecked character and blasted prospects in life, after every other resource has failed them, who take up the important office of schoolmaster; and hence also the frequent changing of the teacher; the long lapse of time that takes place after the expiration of the engagement of the old before a new one is appointed; in