

tions of schools are frequently conducted in Scotland, no doubt has contributed, and must contribute very essentially, to stimulate and encourage both teacher and scholar, and so secure for the Academy the respect, confidence and public favour, which it enjoys above any other educational institution in Jamaica. This is, however, only one of the elements, which have combined, with God's blessing to promote its success and efficiency. The primary requisite was found at its commencement, of a teacher admirably fitted for his place—a plain, modest, good tempered, able and godly man, well equipped by education and training for the office, wholly devoted to his work, who knows how to make good scholars and good teachers, and does thoroughly, cheerfully and conscientiously, what he undertakes. The subsequent advantage of the theological tutor's services, for the higher literary branches and moral science, added to the range of education, and to the reputation of the Academy. Then there is the further advantage, that the principal people, as regards social standing and moral influence, in Montego Bay and its neighbourhood, appreciated such a seminary under such tutors, and such a board of management, and have given it their steady countenance. On this occasion, besides the members of the Board, presided over by the Rev. John Aird, there were present an Episcopal, two Baptist, and two Methodist ministers; several magistrates and influential persons—both Christian and Jewish, and a goodly number of ladies. Nor should it be omitted to add, that the public press of Montego Bay and Falmouth, has not been indifferent to the importance of such an institution, nor stingy in acknowledging its merits. It is no wonder, then, that it prospers—all parties connected with it are doing their part well, and working together with mutual confidence, esteem, and harmony. Alas! such a case is rare, I fear almost solitary, in Jamaica. Were the instances general of such co-operation, the social condition of the island would quickly brighten.

About seventy pupils were present. The number on the roll was seventy-five, comprising thirteen missionary students in training for teachers or preachers, of whom six are black and seven coloured; and sixty-two public scholars, of whom thirteen are white, seven black, and the remaining forty-two of all the various shades of intermediate colour, some very brown, and others so fair, that in a school at home, any tinge of black blood in their veins, would not have been suspected. The varieties of forms of head and of features were still more numerous, than those of colour. But, as a body, they looked as intelligent, vivacious, and civil, as a corresponding number of lads in a classical seminary at home. And they were all respectably, not a few genteelly, attired.

On the first day the examination was confined to Latin, Greek, and Mathematics. Three classes were exercised on Fergusson's Latin Delectus, and the fourth or highest on Cicero's first Oration against Cataline, and on the 1st and 2nd chapters of Xenophon's Anabasis. There were three classes in mathematics. The first was examined on the first principles of geometry, and demonstrated several propositions in the first book of Euclid. The third and highest were examined on equations, ratios, and proportion, the first sixteen propositions of Euclid's sixth book, and trigonometry, theoretical and practical. On the second day the subjects of examination were White's Ancient History, from the creation to the 12th century before Christ—the geography of Asia, ancient and modern—the book of Joshua—English Composition and Recitation (these two last had, during the session, been kindly taught by the Rev. A. Thomson)—Elements of Science—Man, his physical nature—and arithmetic. On every branch the execution was satisfactory, and the main excellence was that the grounding was thorough. Besides this predominant feature, what most struck one were, first, the comparative equality of attainments among the pupils of each class, those at the foot answering nearly as those at the head in ordinary cases; and secondly, the proficiency of black and brown boys in arithmetic and in mathematics. I had been under the erroneous impression that the negro mind laboured under some incapacity for these branches, and was amazed at the first examination of a school of black children I attended in this island—that of Deeside—at the expertness of boys and girls in figures, not only on the slate, but in mental arithmetic. The exhibition at the Academy in that department, and in Algebra, abundantly proved that the blacks are in no wise inferior to the whites in capacity for mastering them; and the Rev. Mr. Carlisle, himself an accomplished