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EDUCATION REPORT, 1876.

EDUCATION DEPARTMENT,
Halifax, March, 1876.

TO THE HONORABLE THE PROVINCIAL SECRETARY.

SIR,—

I have the honor to transmit for the information of His Honor the Lieutenant Governor, my Annual Report of the Common, Academic, Normal and Model Schools, also my annual Report on Colleges and Special Academies, for the year ending October 31st, 1876. This report contains, in the appendices, that of the Commissioners of Schools for the City of Halifax, the report of the Principal of the Normal School, and those of the Inspectors of Schools for the several counties.

The Reports and Statistical tables here presented will, I am happy to say, show that our various educational interests are keeping pace with the growing demands of the Province, and that the opposition to our excellent system of Public Instruction so long a serious hindrance, is now scarcely felt, and that, with rare exceptions, men of all parties and creeds appreciate the blessings which our Public Schools bring to every man's home.

SCHOOL SECTIONS AND SCHOOLS.

By a reference to table I it will be seen that there are 1754 school sections in Nova Scotia. The number given in the report of last year showed an increase of 19 for that year, while for 1876 we have a further enlargement of 12, making the whole number as stated above 1754. This annual addition of sections is the result of a growing ambition on the part of parents to have school privileges nearer home, and therefore available a much larger part of the year. With this object in view large sections are each year divided, and new schools established, and consequently the attendance becomes more regular, and, in most cases, enlarged. This ambition, however, is not always wisely exercised, nor is the best interest of education always promoted by it. It certainly is very desirable to have the section school as near as possible, but when a mere local advantage is obtained, at the expense of a much better school situate at a little increased distance, it becomes a loss; as no advantage of a local character only, can compensate for the absence of a well qualified teacher. A school near by with an inferior teacher, is a poor recompense for a better one, although distant. This division, though in some instances premature, is never-