

Looking at the tables in this light, there is little worthy of notice. In so far as the figures are concerned, there is scarcely any sensible difference. The sum raised by the people for educational purposes exceeds that of the previous year by upwards of £1,300. This is one of the most encouraging symptoms. If the allowance made by the Province on behalf of common education is considerably less, in proportion to the population, than that of any surrounding colony or state, it is pleasing to observe that the people at large are testifying their appreciation of education, by their steadily increasing contributions.

Last year, as may be seen from Table A, the people raised nearly three times the amount contributed by the Province,—a circumstance this of the utmost importance, not merely as furnishing strong ground for the imposition of direct educational assessment, but as pointing out, according to the present rate of attendance at school, the amount of assessment that ought to be levied.

Another fact worthy of observation, as presented to us by the tables, is the increased number of children receiving instruction. In the summer of 1858 there were 33,430 children at school, and last summer, there were 37,844, nearly 4,000 more. Supposing the population of the Province to be 300,000, this exhibits nearly an eighth of the population in the act of receiving education during the summer months, though the proportion is much less when we strike the average attendance of the whole year. Probably, when we take into consideration all the private schools, and all the more advanced seminaries of learning, not included in the foregoing statistics, this proportion of our population actually receiving education may be a pretty close approximation to the truth.

The number of teachers, male and female, employed last summer, was 1,140; making thereby the average salary of each, £44 per annum; being a considerable advance on the previous year. This is another favourable symptom of our educational condition, and shows that as the teachers prepare and qualify themselves for a right discharge of the duties of their office, so will the people respond by providing a suitable remuneration.

The number of grammar schools in operation during the past year was 56, being an increase of 5 on the preceding.—The sum paid by the Province towards this object was £962 1s. 1d., being several hundreds less than the grant made; and that contributed by the people was £3,038 13s. 9d., being more than three times the amount by the Province, about the same proportion as in the common school education. There is scarcely a half of the average attendance in the advanced branches of learning, and even this estimate, we fear, is considerably above the mark.

I regret that so few of the returns of the colleges and academies have come to hand. Something ought to be done by the Legislature to secure greater punctuality in the forwarding of these returns, that they may all appear in the tabular statement. In my last report I stated it to be my intention, in pursuance of the terms of the present Legislative enactment, to visit the academies and higher seminaries of learning receiving public money, and this intention, I have been able, to a certain extent, to carry into effect.

In the city of Halifax, I visited the Free Church Academy, the High School taught in Dalhousie College, and the Halifax Grammar School. I also visited Pictou Academy, the Collegiate School, Windsor, and Wolfville Academy. The

present Legislative enactment does not empower me to visit the colleges, properly so called, and, therefore, except in one case, where I was refused admission in my official character, I did not proffer a visit.

I may state, first of all, that these Institutions seem to occupy different positions in the matter of their support as well as of their relation to the denomination of professing Christians with which some of them stand connected.

Dalhousie College High School, Halifax Grammar School, and Pictou Academy, are, properly speaking, under the auspices of no Christian denomination, though they all receive public money. The Free Church Academy, Halifax, and the Baptist Academy, Wolfville, though under the control and management of these bodies, respectively, yet have the entire use of the Provincial Grant. Not a penny is expended on the Theological Institutions or Colleges with which these Academies may be said, in some measure, to be associated.

With the grant made to King's College, Windsor, it is otherwise. Here the Collegiate School, as I was informed by the Head-Master, is left entirely to its own resources, and the endowment of the £250 goes to the general funds of the College. Being apprised of this fact, and feeling that I had no right to visit this institution, officially, I merely glanced over the establishment; but was informed, on all hands, that it is, at present, in a very flourishing condition. Neither had I an opportunity of witnessing an examination of Wolfville Academy. On the day I happened to visit it the Head-Master was confined to his bed-chamber with a severe illness, and I felt that it would be uncourteous on my part to examine the institution in his absence. I was informed, however, that the Academy was largely attended and in a prosperous condition.

The only advanced Seminaries in the Province I heard formally examined, and in each of which I spent the greater part of the day, were Free Church Academy, High School in Dalhousie College, Halifax Grammar School, and Pictou Academy. The average attendance of all these, on the occasion of my visit, scarcely amounted to 55, the attendance at the Free Church Academy and Pictou Academy being considerably larger than that at the others.

In all these schools, scarcely a third were engaged in the higher branches of learning, that is, in Classics and Mathematics, the remaining part being in the purely elementary branches.

There are certainly not more in these Academies, studying the more advanced branches of education, than are to be found in the well conducted Grammar Schools of the country, nor, with one or two exceptions, did I see anything superior, either in their style or management.

My visit to these Institutions has but confirmed me in the opinion I have long entertained, and to which I have again and again given expression, that neither will our Grammar Schools nor our Academies take the position they ought in the educational scale, till we have graded schools, on the one hand, and a Provincial University of Literature and Philosophy, of high standing, on the other. But, as I discuss these subjects in a subsequent part of my report, I need say no more regarding them at present.

Before leaving this matter, however, I may state, that I also visited the Educational Institutions at Sackville, New Brunswick, under the auspices of the Wesleyan Methodist Conference of the Lower Provinces. I happened to arrive