

with those of last year, there would seem, as already hinted, to be considerable improvement in the quality of the education given. The apparatus, and the various external equipments, such as, the School-Registers, maps, Blackboards, &c., are much more complete. The number of common schools, in which Grammar, Geography and Classics are taught is vastly increased. The whole condition of the Grammar Schools, the number of pupils in the higher branches, as well as the general attendance, have all undergone very marked improvement, and from all this, we think, we are warranted to conclude that the Normal School is beginning to tell, both directly and indirectly, throughout the country. There are now upwards of one hundred normal trained Teachers engaged in discharging the duties of their vocation, throughout the length and breadth of the Province, and these, if true to themselves, must exert some influence in elevating the standard of teaching qualification.

I have always maintained that under the most favorable auspices, the benefit of the Normal School would not be felt to any great extent, throughout the Province, in less than five years; and the above fact would seem to indicate the soundness of this view, that Institution having now been in existence about the space of three years.

4. The sum of £600, has as usual, been expended in the purchase of School Books, which have been proportionally distributed among the various School Boards. The Vouchers of the reception of these Books by the different Boards of School Commissioners accompany this report. I think I can now congratulate the Province on the near prospect of a uniformity of School Books. I have been aiming at this ever since I entered on the duties of my present office; and this year considering the Province as ripe for the change, a great proportion of the above sum has been expended in the purchase of the Irish National Series alone. The firm of A. & W. Mackinlay has stereotyped all those of the series required by the Common Schools of the Province, which are sold at a lower rate than any other class of School Books now in general use. Other Booksellers are importing the same series, and the Storekeepers too, throughout the country, are beginning to see the necessity of being well supplied with the same; so that, in the course of a year or so, a complete uniformity in the School Books, used throughout the Province will prevail. Out of the £600 granted by the Province for the above object, £50 has been paid to Mr. H. Reid for 1000 copies of his publication on Geography.

5. I cannot here omit noticing, that nothing has been done during the past year relative to the School Libraries, my views on this subject have been set forth in several succeeding reports. I am thoroughly convinced that there is no way of giving satisfaction in the dispensing of this boon, and in the distributing of these books, but by allowing the people to make their own selection. For this purpose a catalogue of suitable and profitable Books ought to be prepared, to receive the sanction of the Legislature, and a Repository opened, in some central locality of the Province, for their reception. In May next, had it not been for the act of the Legislature of last session there would have been, not less than £2000 due this fund, which if judiciously expended, would go far in laying the foundation of a pretty extensive Library, and, which, being added to year after year, would be the means of diffusing among our population an immense amount of valuable infor-

mation, and tend largely to elevate the whole of our industrial and moral economy.

The only other matter appertaining to the tables on which I shall touch, is that of the distribution of the public money. In examining the returns of the Boards of School Commissioners of past years, as well as of the present, I have been struck with the great diversity of allowance granted, by the different Boards to the same class of teachers, and, have generally found, that in those very sections of the country most energetic in the furtherance of education, and where, in consequence, there is a much larger number of schools in active operation, that in these very sections, the first and second class teachers receive the smallest amount of the public funds. This would hold to be a great hardship, both to the teacher and the section, in such circumstances. To the former, it is so, for he has left a section, where as a first class teacher, he received of public money, say £18 or £20 per annum, and he is now laboring in another section, where he holds the very same rank, and yet he only receives some £10 or £12 of public money, and the other classes of teachers in like proportion. To the Commissioners of the section it is an equal hardship. They receive, it may be a fair proportion of public money, according to the principle on which these funds are appropriated. But they are zealous in the promotion of education within their bounds, or perhaps, it should rather be said, the people themselves are zealous in the cause. This, as a matter of course, increases the number of schools, which again increases the number of teachers, and compels the Board to reduce proportionally the allowance made to each teacher, so that, what should constitute a ground of greater encouragement, becomes the very reverse. Now it appears to me, that two things ought to be done, by which this hardship may be remedied, or at least greatly obviated: First, a more thorough classification of the teachers, both as to scholarship and professional attainment ought to be made. And this, in my opinion, can only be properly done, by a Board of Examination, aiming to bring the same class of teachers, all over the Province, up to the same scale or standard of qualification. Even without such a Board of Examinators, much might be effected by the different Boards of School Commissioners, who, in granting licenses to first and second class teachers, should strive to bring all to the same standard. For this purpose, I have appended to this report, a graduated scale of qualifications for first and second class teachers respectively; and it were well that the Legislature called the attention of School-Commissioners to this matter, as what, at any rate they should seek to aim at. Then, it should be seen that the teachers of the same grades, receive the same amount of public money all over the Province irrespective of the character of the school taught. Now, due care taken in the granting of licenses, this method would form a powerful stimulus to teachers to promote their own improvement. Rendering the state provision dependent on the qualifications of the teachers, it would inspire them with reanimated diligence to strive after higher and higher attainment. The supplementary allowance raised by the School District would form a sufficiently powerful motive to secure the diligent discharge of professional duty, and to give character and efficiency to the school. This is the principle on which the Committee of Council on Education in Britain acts, and it seems universally admitted to be the best calculated to elevate the whole inner life of education.

It will be observed that there is no statistical information