

upon the spot—many he would adjust by his presence and advice—and where he could not do this, he would report the facts for the decision of the Executive. But a Superintendent would do more—he would collect information and diffuse it. Without having power to interfere with the popular control of the trustees, or the independent action of the commissioners, he would act as an aid and counsellor to both. He would offer, where required, valuable suggestions as to the site, the construction, the ventilation of school houses—the furniture and apparatus of the school rooms, the books in use, and the mode of teaching. If a good school existed in a county, with poor ones all around it, he would turn attention to its merits, and elevate the others to its standard. If meritorious teachers were found in obscurity, he would bring them forward—if districts were in want he would know where to supply them. If schools or academies did not earn the provincial allowance, he would at once report to the Executive. Such an officer would do more to systematize and elevate education in a single year than will be done by correspondence in twenty, and the moderate expense required to sustain him would be repaid by value received ten times over.

I examined the other evening the general abstracts and school returns and found them full of absurd anomalies. There appear to be three classes of Schools—*Grammar, Superior, and Common Schools*. Why the two former exist only in some places and not in others, and what are the distinctions between them, no man in the government or in this house I believe can tell. The counties of Cumberland, Guysboro, and Inverness have two *Grammar* schools—there is one in Barrington and one in Margaret's Bay, but none in the other counties.—Why? East Halifax and Barrington township have 5 *Superior* schools—there are 7 in Yarmouth—3 in Pictou—Hants, Colchester, and Guysborough have one each—while Richmond, Inverness, Cumberland, Digby and other counties, have none? Who can tell the reason? In 2 grammar schools in Cumberland there are 109 scholars—in 2 in Inverness but 67—in one in Halifax but 10. In Cumberland the people pay towards these schools £100, draw £80 from the Treasury, and teach 9 free scholars. In Margaret's Bay they pay £51, draw £20, and teach no free scholars. In Barrington they pay more than pound for pound, and teach four free. In Inverness they draw two pounds for every one they pay, and teach none free.

Take the *Superior* Schools. If the abstract is correct and the term appropriate, there are 226 scholars in East Halifax, 346 in Yarmouth, 185 in Pictou, 153 in Queens, and 166 in the township of Barrington receiving a superior education, and none others similarly taught in all the other towns and counties. Can this be true? And if so who can account for these anomalies and distinctions? For these schools the people of Yarmouth pay £4 for every £1 they draw—the people of East Halifax over 40s.—the people of Lunenburg and Queen's not 30s.—the people of Guysborough not

25s! Surely a Superintendent is wanted to enquire into this condition of things, and to tell us the reason.

I turn to the common schools, and find in my own county that Thomas Wilson, at the North West Arm, teaches 61 children—the people pay £6 for the half year, and he draws £8, while Sophy Thompson at the Plains teaches 12, the people pay 20s.—and she draws £7. Take Annapolis. Ichabod Corbett teaches 51 free scholars, and draws £19.—James E. Wheelock gets £14, and teaches only four free. Richard Harris draws £14 for teaching 49 scholars eleven months. Bathia Robinson draws but £7 for teaching 47 a year. Henry J. Nuxton gets £17 10s. for teaching 44, while Jarvis Hart gets but £14 15s. for teaching 91! This may be all right, but I cannot comprehend it, and I doubt if there is a man in the Assembly in this respect much wiser than myself.

Taking the aggregate amounts drawn and paid for common schools, I find that Halifax and Queens pay more than £2 for every £1 drawn—Pictou £3, Richmond a trifle over 15s. Surely, Sir, this cannot be called a system, in which there is neither uniformity nor justice. A Superintendent would do much to improve it. But he would do more. He would elevate the character of the schools and improve their internal discipline and organization. At Musquodoboit Harbour there is an admirable school, which the teacher has brought up to its present efficiency by generous devotion to his profession, and by introducing modern improvements. The man who would traverse the county of Halifax, and, by lecturing to the people, conferring with the trustees and teaching the teachers, elevate all the others to the same standard would confer an inestimable blessing on the county. An enthusiast might do it for love of Education—but an efficient man may be got for a moderate sum to do it not only in this but in all the other counties.

Improvements travel slow in every country—in a new one they are necessarily tardy.—The value of Oat Mills, of composts, of peculiar breeds and implements, may be estimated in some districts, yet years may elapse before the whole population obtain the information, or set upon it with zeal. Missionaries traverse every section of the country to propagate religion and temperance—to rouse, and to reform. Even in politics we adopt the same mode. The learned member for Annapolis—the learned Speaker, and myself, all become propagandists in our turn. What I want then is an Educational Missionary, enjoying the confidence of the Government and of this house, without respect to Party, who will go from county to county, and from school house to school house. On this subject we ought to agree, and I trust we will.

There is another well worthy of our attention. The establishment of libraries in connexion with common schools. In the organization of these, (and £5 would give a hundred useful volumes to each district,) a Superintendent would be of great value. Without attempting to dictate to, or control, the Trustees, freely