

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
 - Pages damaged/
Pages endommagées
 - Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
 - Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
 - Pages detached/
Pages détachées
 - Showthrough/
Transparence
 - Quality of print varies/
Qualité inégale de l'impression
 - Continuous pagination/
Pagination continue
 - Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
 - Caption of issue/
Titre de départ de la livraison
 - Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE JOURNAL OF EDUCATION AND AGRICULTURE,



PROVINCIAL NORMAL, AND MODEL SCHOOLS, TRURO, N. S.

FOR THE PROVINCE OF NOVA SCOTIA.

TABLE OF CONTENTS.

	PAGE.		PAGE.
Report of the Superintendent of Education for 1859,	145	Report of Model School for the year ending April 30, 1860,	154
I. Statistical Tables,	145	TABLE A—Number of Schools and Districts—Support of Schools, &c.	155
II. Normal and Model Schools;	147	TABLE B—Number, Age and Sex of Scholars—Number of Children,	156
III. Duties as Superintendent,	148	TABLE C—Duration of Schools—Sex of Teachers—Character of Schools —School Houses,	157
IV. Suggestions—1. Taxation,	149	TABLE D—Abstract of Grammar School Returns,	148
2. School Houses in Towns and Villages,	150	TABLE E—Normal School, Truro—List of Grammar and First Class Common School Graduates,	159
3. The quantity of Education given,	160	Accounts of Journal,	160
4. Grading of Schools,	161	ADVERTISEMENTS,	160
5. The Teacher,	152		
6. Inspection of Schools,	153		
7. Necessity of Central Board,	154		

Vol. II.

Halifax, Nova Scotia, April, 1860.

No. 10.

EDUCATIONAL.

REPORT OF THE SUPERINTENDENT OF EDUCATION FOR 1859.

MAY IT PLEASE YOUR EXCELLENCY,—

In submitting to your Excellency my fifth annual report on the state of Education in the Province, I shall first of all make a few remarks on the tables appended; secondly, present a brief statement of proceedings in my own special field of labor; and, lastly, offer a few suggestions with a view to our educational improvement, such as the observation and experience of five years may seem to warrant.

I. STATISTICAL TABLES:

All statistical tables are founded on registration, and can, therefore, be relied upon only, in so far as this matter is carefully and accurately attended to. Such a registration in the cause of education, has not, we fear, received that measure of attention which its importance demands, and, consequently, in not a few cases, have the most erroneous conclusions been drawn in reference alike to the matter of quantity and quality.

To secure a thoroughly reliable table of statistics on edu-

cation, the first thing to be done is the construction of a Register that shall embrace the time of the admission and withdrawal of the scholars, their attendance and progress; and the next thing, is the providing of an agency by which these points shall be carefully and accurately taken down and recorded. Tables drawn up from such a registration are vastly more valuable in giving sound views of a nation's education, and, thereby furnishing a surer guide, whether, in the supply of deficiencies, or in the correction of abuses, or in its general improvement, than all the vague speculations of the theorist, or the eloquent yet conjectural statements of the philanthropist and educationist. Ever since my appointment to office, I have been expecting some alterations in our Provincial educational enactment, and have, therefore, continued to use the registers and blank returns of my predecessor. As the law now stands, these are sufficiently minute and comprehensive, and, were proper provision made for a thorough agency, they would furnish abundant data for drawing sound conclusions in reference to our educational state, whether as one of advancement or retrogression. This, however, is not the case, there being some hundreds of districts from which there are no returns at all, and these, generally speaking, are in a much worse condition than those from which reports have been obtained. The only legitimate use then we can make of these tables, is to compare them with those of the past year and to guide ourselves accordingly.

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

there very opportunely, at the close of the first term after the summer holidays, and was present at the review of the work done during its course. I was cordially received by the Principal—both of the Male and the Female Academy, and was pleased with their whole general appearance and management. The educational enthusiasm of the Reverend Principal of the Ladies' department, and that of his accomplished partner, was to me, particularly refreshing; and I was not at all surprised to find the scholarship of their pupils characterized by accuracy, mental activity and practical application.—The fine moral tone that seemed to pervade the Female department was to me one of its most important and attractive features.

II. NORMAL AND MODEL SCHOOLS.

Appended to this report, will be found an accredited list of all the students who have obtained First Class Certificates since the commencement of the Normal School. To each name there is affixed a mark, showing who have taught and who have not. A few are dead, a few of the young ladies are married, but, with the exception of some four or five, all the rest have taught for a longer or shorter period, some having completed their engagement of three years.

This is a matter of no small moment. Not a few of the friends of this Institution were afraid that the obligation come under by the pupils—to teach three years in the Province in consideration of their gratuitous education—was not sufficiently stringent, and that some penalty should have been attached. I deemed it more advisable to leave this matter to the honour of these young persons themselves, and the result has shown the soundness of the course pursued. The fact that out of upwards of a hundred who obtained First Class Diplomas all have taught a longer or shorter time, with the exception of three or four, and these having valid reasons, either on the score of health or of some other circumstance in Providence over which they had no control, is, we think, in every way creditable to the parties themselves, and, we trust, has already, to a certain extent, refunded the Province for the outlay incurred by the Normal School.

The attendance at this Institution is still on the increase.—Two sessions have passed over since my last report was presented to your Excellency. At one of these, the winter term of 1858-59, the number enrolled was 72, with one paying pupil. Of these, at the close of the term, 3 obtained Grammar School Diplomas, 19 First Class Diplomas, and 24 Second Class. At the other, the summer term of 1859, there were enrolled 66, of which, at its close, 2 obtained Grammar School Diplomas, 16 First Class, and 27 Second Class. At the present session there are in attendance 20 more than at any preceding one. The providing of seats and desks for this number has occasioned additional expense. The Building does not provide for more than 72 students. It was supposed by its designer that the attendance would not average more than 30, or at most 35; and, on this supposition, the number of seats and desks was sufficiently large. Under the sanction of the Directors, twenty new seats and desks were erected, an account of which will be rendered to the Legislature by the Secretary. This has also considerably increased the current expenses. One hundred pounds per annum is the whole sum allowed for this purpose, paying the servant in charge, providing fuel, text-books and stationery for the students, repairs

&c. Heretofore, this sum has barely met the expenditure, and this year there are several pounds in arrears. And, withal, there is not nearly an adequate supply of books. In preceding reports, I have again and again called attention to the advantages that would arise from a small consulting library for the students, consisting of books on the profession or business of teaching, a good assortment of choice school text-books, &c., &c. In writing exercises on any branch of their future calling, the students have no books for consultation, or even for reading with a view to their general improvement. They have, generally speaking, nothing but the teacher's notes to refer to, and every one at all acquainted with the working of such Institutions, must perceive the disadvantageous position in which such a state of things places them. Besides, it is exceedingly desirable that, along with a well equipped apparatus, the Institution be provided with a museum on a small scale. This would be of vast utility to the students, not only in a professional point of view, but in cultivating and diffusing throughout the Province a taste for the various branches of Natural Science, and, thereby, enhancing largely, our resources of national prosperity. This project I have had in view ever since the opening of the Institution, and in my various perambulations throughout the Province, have succeeded in collecting a very fair proportion of the natural products of the country, both inorganic and organic; but they are all huddled together in boxes instead of being arranged in glass cases, where they might be seen and inspected by the students as occasion required; and this state of things is entirely owing to the want of funds. Were the amount of £25 annually added to the £100 allowed for current expenses, it would enable me gradually to meet and supply these deficiencies, and, thereby, to provide the materials indispensably necessary for the full accomplishment of the objects for which the Institution was erected.

There is another matter on which I would here say a few words, I refer to the Teacher of Music in the Normal School. Apart from the direct advantages which flow from a knowledge of music, or the many avenues of real enjoyment it opens up, or the use to which it ought to be turned in matters strictly religious and devotional, there are some aspects in which its presence in a school may be rendered very beneficial. In a very juvenile school it is an indispensable requisite, and an individual might as soon think to govern a kingdom without laws, as a juvenile school without music. But its soothing or exhilarating effects may be used as a powerful instrument for discipline, in advanced schools. Much of the restlessness which characterizes children in school, results from their being kept for too long a time at one particular subject. They are naturally fond of variety, and more harm than good will flow from continued application, on their part, to any one branch. It is a common sight to see a teacher putting forth great efforts to secure attention, but with very little effect.—The reason is, that the minds of the children are fatigued;—they have been kept too long on the stretch, and they desire a change of employment. In such cases, and they are of daily occurrence, a few minutes devoted to the singing of some favorite song would do more to enliven the pupils, and to arouse their flagging interest in the lesson, than any amount of threatening or punishment. Music may be still further employed as a sedative. When the children are taking their places, and arranging themselves previous to the commencement of any lesson, it will be found that there is comparatively little

risk of confusion or disorder, if they are allowed to do so, to the music of some soothing melody. In moral education the power of music is great. Truths and sentiments of the highest importance may find a lodgment in the heart, upon being associated with some pleasing tune, and there may thus be accomplished what could never be effected by direct appeals, or by wordy exhortations.

With such views of the vast importance of vocal music in every educational establishment, I have exerted myself to the uttermost to impart to the future teachers of the Province a knowledge of the theory and practice of this art. One of the Masters of the Model Schools has, in the course of the past year, compiled a manual on the subject, containing a great variety of hymns, well adapted for schools, and which, I hope ere long to see in use all over the Province. I have also, ever since the opening of the Normal School, secured the services of an efficient teacher of music. The gentleman now employed is Mr Williams, in every way qualified for his office. He gives instruction twice a week to the pupils in attendance at the Normal School, for which he receives the sum of £20 per annum. There is no provision made by the Legislature for the payment of this sum; and I have been under the necessity of meeting it, partly by the proceeds of the paying pupils, which, however, does not now amount to more than £5 or £6, partly by drawing on the sum allowed by the Province for the current expenses, and, partly, by my own resources, in the hope of being, some time or other, refunded for the same. In my second report, four years ago, I applied to the Legislature for the small endowment of £25 for this purpose, but this application was not attended to. I trust, however, that, on this occasion, it will receive a more favourable consideration.

In my judgment the equipment of the Institution would then be complete, with the exception of the grant for scholarships, for whose renewal I applied to the Legislature last session, but without success. It may be said that the withdrawal of the £100 granted to the Institution for three years, for the above-mentioned purpose, has not affected the attendance of pupils. I never supposed it would for one term. My great anxiety has always been to endeavour to secure the attendance of the most promising pupils, if possible, for two consecutive terms. In Britain, the pupil teachers, in the great proportion of Normal Schools, are obliged to attend for three years, before they can graduate. In Nova Scotia, they can graduate in five months, and, with the small average amount of scholarship they possess on entering, no one at all acquainted with the subject, can fail to perceive how little can be done for them in such a short period. The £100 granted for scholarships, in the way in which those scholarships were dispensed by the Commissioners of the Institution, were exceedingly beneficial in the furtherance of this object, that is, in securing the attendance of the pupils for two consecutive sessions. Accordingly, I believe, that never has the number of First Class Certificates been so few, as they will be at the termination of the present term, in proportion to the number of the pupils; and this, because of the very few attending who obtained, during the preceding term, Second-Class Certificates, thereby verifying to the letter the fears to which I gave expression in my last report.

MODEL SCHOOLS.

The Model Schools continue pretty much in the same con-

dition as heretofore. The number enrolled is 193, and the average attendance 160. The number of pupils in Classics, 27; in Modern Languages, 26; and in Algebra and Mathematics, 29. The receipts and expenditure of this branch of the Normal School establishment will be found among the other tables at the end of this report.

If the Normal School of a country is, or ought to be, the exponent of the education of the country, in principle, so ought the Model Schools to be in practical exemplification. But the visible and sensible representation of a system is far more attractive, powerful and convincing than the best conceived, the best illustrated, verbal description. And it is mainly on this account, that we have ever felt the deepest interest in the prosperity of the Model Schools at Truro; and, notwithstanding all the difficulties to be encountered in the introduction of a new system, the want of suitable appliances, on the one hand, and the strong prejudices of the people, on the other, I see no reason for disappointment or discouragement, either with the system, as to its practical efficiency, or with the teachers, as to their competency for the work in which they are engaged. With every disadvantage, I think the state of the Model Schools will compare favourably with any similar Institution I have inspected, either on this or the other side of the Atlantic. The system may be perfect just because it is founded on the very nature of those receiving instruction, on the soundest philosophy, and on the plainest dictates of Revelation; but the system is one thing, its practical application is quite another thing. When we reflect on the imperfections that cleave to the best, the most skilful and experienced teacher, and, still more, when we reflect upon the nature of the materials with which he has to deal, we may say, that so long as this state of things remains, we never expect to see absolute perfection in the embodiment of any system of education. Nevertheless, this ought not to prevent us from aiming high, and, day after day, forgetting what is behind, and pressing forward to higher attainment. It may be stated, before leaving this branch of our subject, that Mr Webster, one of the Masters of the Model Schools, has been appointed by the Governor in Council of Prince Edward Island to the Head Mastership of the Normal School of that Colony, and that his place has been supplied by Mr J. R. Miller, who holds a Grammar School Diploma from the Provincial Normal School.

III. DUTIES AS SUPERINTENDENT.

In discharge of my functions as Superintendent of Education I have visited, during the past year, all the counties in Nova Scotia Proper, with the exception of South Pictou, Guysboro', and Sydney. I have met the teachers in the various School Boards in all the counties, and addressed public audiences in every town, village, and important settlement.—In all these addresses I have called attention to some branch of the two grand views that may be taken of the subject of education,—the external and the internal;—dwelling on direct assessment as essential for the full carrying out of the former, and, on the cultivation of the mind, in the imparting of sound knowledge, as essential to the latter. To these periodical visitations, I attach in a great measure the success of the Normal School, in so far at least as the attendance is concerned, and I trust, too, that some little good has been thereby effected in the furtherance of the general interests of educa-

tion. The grand desideratum to give full effect to these visitations, is a thorough system of local inspectorship.

The usual amount of £600 has been expended in the purchase of books. The Irish National Series is gradually becoming more widely diffused. Great complaints are made against the superficiality of the binding of these books, a state of things evidently forced on by the extreme cheapness of the series. I have requested the publishers to make the binding more substantial, even though it should add a little to the expense of each copy.* The vouchers for the appropriation of these £600 amongst the various School Boards will be found among the other papers.

The Journal of Education and Agriculture is still in circulation, and, I trust, doing some service in the diffusion of enlightened views on the subjects of which it treats. I have appended a statement of the receipts and expenditures connected with this publication, from which it will be seen that it is in arrears £103. Not a few seem to imagine that this periodical is to me or the publishers a money making speculation. Such individuals will, however, see from the accounts appended that unless it be speedily enlarged in circulation it will involve the proprietors in considerable loss, and, of course, must be discontinued. It says but little for the Provincial Literature of Education and Agriculture that a home periodical, costing only a dollar in the year, can not be sustained,—a periodical whose pages are open to the contributions of both these public interests.

It costs me, every month, a weeks' hard toil, and every moment of my leisure time,—what, in fact, I should devote to relaxation,—in preparing the materials, and I believe it not inferior either in matter or in style of execution to any similar publication. All this labor, however, I am quite prepared still to undergo, believing as I do that it is one important mean of advancing the interests of both these pursuits; but this, of course, can only be so long as it does not subject the publishers to any pecuniary loss. Why should not every teacher, receiving public money, be compelled not only to take a copy, but to read it, with a view of reducing the principles advocated to practice? Why should not every Agricultural Society be required to take a certain number of copies for distribution among its members? The present terms of the grant of £600 for books contemplates the appropriation of a certain amount towards the circulation of pamphlets, periodicals and other tracts, upon the subject of Education, and my predecessor, Dr Dawson, issued and circulated a monthly paper gratuitously amongst the School Commissioners and Teachers, defraying the expenses out of this fund. I have not, however, touched a penny of that fund for such an object; but it appears to me that, if the publication is to be continued, we must resort to the one or the other of these alternatives, either to compel the teachers to take a copy or to draw to a certain amount on the said fund.

IV. SUGGESTIONS.

1. Taxation.

Such is a brief outline of the state of Education as exhibited in the tables appended to this report, and of my official

* This has already been done without any additional cost.

proceedings during the past year. In conformity with my instructions as Superintendent of Education, I now go on to make a few suggestions with a view to the improvement of our educational condition, which suggestions I beg to offer as the calm result of my observation and experience, for now nearly five years. During the time I have held office I have labored to make the best of existing circumstances. Feeling satisfied that no Legislative Educational Enactment, however well concocted and adapted to the case, would prove of any real benefit, without a well equipped living agency,—without a well qualified class of teachers, I devoted by far the greater portion of my time and energies, for the first two years, to the furtherance of the interests of the Normal School, and, I trust, not without some measure of success. Since then I have endeavoured, both in the pages of the Journal of Education and in my oral addresses, throughout the length and breadth of the Province, to diffuse enlightened views on the subject of Education, and the various appliances requisite to give effect to these views. To what extent I may have succeeded in this it is not for me to say. This one point, however, appears to me indisputable, and forces itself upon my attention from all quarters, that Nova Scotia has reached a crisis in its educational history, and that it is now ripe for great, if not for organic, changes. The grounds of this belief I now beg leave briefly to state; and perhaps the simplest and best way of doing this is, first of all, to advert to the defects of our present system, and then to their removal,—in other words, to the disease and remedy. And, in introducing this subject to your Lordship's notice, it may scarcely be necessary for me to allude to the vast amount of ignorance and indifference that still prevails respecting the education of the young. As just hinted I have been using the means within my reach for the elevation of the popular sentiment, in reference to this branch of public service; and, I believe, my labours have not been altogether in vain; but there are other appliances which may and ought to be called in, by every State that looks to its truest interest, for the removal of this sore evil,—this heavy incubus upon a nation's prosperity. We may, by the power of the press and the *viva voce* address, obtain the ear and the understanding, eye, and the sympathy of the well conditioned parents, and a few others of the more intelligent in our community. But without, and beyond this circle, there is always a large proportion in every population, sometimes a majority, who remain proudly and independently aloof from all share in the matter, and that on the simple ground that they have no children to educate, or, if they have, they are so ignorant themselves as to be utterly unconcerned about their education. Could we but obtain an hour's audience of such parties we might, in glowing strains, set before them the advantages of the education of the young in the community around them. We might appeal to their benevolence, their patriotism and philanthropy, and, failing by all this to produce the wished for impression, we might then knock at the door of their selfishness, and prove to a demonstration that, by their encouraging the cause of education, they are but advancing their own temporal welfare, they are but enhancing and perpetuating their social enjoyments, nay, they are but indirectly accumulating their own stores of wealth. We might take higher ground still, and show that it is infinitely cheaper to build commodious school houses, and adequately to support a staff of well qualified teachers, than to maintain a constabulary establishment, with all its retinue of penitentiaries, reformatories, hospitals and

jails; but they have no faith in the principle, "Prevention is better than cure," or, it may be, they are so absorbed in their own selfishness that they give little or no heed to anything that does not minister to their own immediate and sensible wants. And yet, are not these very individuals bound, by the most solemn obligations, as men, as members of the social compact, as professing Christians, to contribute according to their ability for the support of this branch of the public service? And how are they to be reached? How are they to be roused to take an interest in this important work? In no other way that we know than direct educational taxation.—Compel the most niggardly to contribute a fair proportion of his means towards this object, and, from the moment he pays his ten or fifteen dollars a year, from that moment does his mind undergo a complete revolution on the whole subject.—We have no intention here of discussing the subject of direct taxation for the support of schools. We have done so in former reports, and, since our last report, we have, almost in every public address which we have delivered on the subject of education, pleaded its claims and urged its adoption. No ver, we believe, will the Province be in a more favourable position for its introduction. The intelligence of every settlement is on its side; in not a few cases, also, are its wealth and its influence. So strong and so decided are our views upon this point that we hesitate not to avow that every Session of the Legislature that refuses the impost of such a tax is placing an arrestment on the progressive advancement of education, and is, thereby, in our opinion, incurring a fearful amount of responsibility. And yet, withal, we are far from sympathising with those who imagine that this constitutes the panacea for the cure of every ill connected with education.—Whilst we regard it as one essential element for the advancement of education it is but one, and one of many. We believe that, to secure a universal education, a compulsory attendance must follow in its wake; and, even after that, that many other measures must be resorted to, for the purpose of elevating its quality both intellectually and morally, ere it fully serve the high and important end for which it is destined, both in reference to man's temporal and external existence. But we must leave this general topic and pass on to notice another defect in our educational condition.

2. School Houses in Towns and Villages.

In former reports this subject has received a certain measure of our attention. We have pointed out the improvement that has taken place in a few localities, stated some general principles that ought to regulate their construction, in point of size, architecture, and furniture. We have introduced the subject here, not for a general, but a specific object,—to call the attention of your Excellency to the condition of all our towns and villages in connection with this matter. Though towns and villages have, in several respects, their drawbacks, as contrasted with purely rural districts, they enjoy also special advantages in reference to all those matters where the sympathy of numbers comes into operation, and the education of the young is one of these. It ought, accordingly, to be there in a higher state of efficiency. There, that is, in towns, schools should be much more numerous, the sympathy of numbers vastly more powerful, the pupils graded, and the teacher better remunerated, and carrying on his operations with far greater spirit and efficiency. In short, the

schools in our towns and densely peopled hamlets ought to be a pattern for the imitation of all the surrounding country.—Instead of this being the case, in Nova Scotia it is quite the reverse. The state of common education in Halifax, Windsor, &c., is, we believe, vastly worse than it is in all the more rural districts. And to what is this to be traced? It is mainly to be traced to the clamant deficiency of public school houses in too many of these places. In Halifax, properly speaking, there are but two public school houses, that is, school houses belonging to the public, or public property, namely, the Acadian School and the Halifax Grammar School. In Windsor, there is one Grammar School House, with four or five schools taught in private houses. In Kentville, one public school house; Lawrencetown, none at all; Bridgetown, one public school house, with three or four private school houses; Annapolis, one Academy, no common public school house; Digby, one Grammar School House, and two or three private school houses; Yarmouth, one Academy belonging to the public, with about a dozen of private school houses; Shelburne, one Grammar School, with two or three private school houses; Liverpool, one Academy, with some private school houses; Lunenburg, one Grammar School House, with three or four private school houses; Amherst, no public school house at all; Pugwash, no public school house at all; Pictou, one Academy, and four or five private school houses; Guysboro', one public school with two or three private school houses; Sydney, Cape Breton, none at all; there was once an Academy here, but it was sold. In almost all these places, I have again and again, in my public addresses, exposed this deplorable state of things, showing, that, with the exception of Halifax, these private schools, or schools taught in private houses, have not the shadow of a claim on the public funds for support; that they are doing vast injury to the general cause of education, encouraging not only an inferior kind of schools, but of teachers, yea, that this system of things is not only sealing and perpetuating the carelessness and indifference of the people, in reference to all educational effort, but that it is taxing many of the poor teachers, compelling them to pay a rent for the possession of these private dwellings, in order that they, the people, might be allowed to sleep on in their supineness and torpid security.

I have also strenuously urged the propriety and advantage of erecting graded schools in all these towns and villages, either under the same roof, or apart, as securing at once the best and the cheapest education; and though in several places meetings have been held and steps taken for the purpose of erecting such school houses, and of carrying into effect such a proposal, in no one case, I believe, has any such movement been productive of the desired result. Now the only remedy which we know that will effectually meet and cure this state of things, is the passing of a compulsory Legislative enactment, ordaining all these towns and villages to assess themselves for the erection of commodious school houses; or else making an interim declaratory law, by which all the Boards of School Commissioners shall be prohibited from granting any public money to towns, or villages, that do not provide themselves with school houses adapted to the number and circumstances of the population.

3. The quantity of education given.

Another great defect in our present educational condition appertains to the matter of the amount or quantity.

By this we do not refer to the number or variety of branches taught in our Common, Grammar or Academic Seminaries. Neither do we refer to the number of children receiving instruction. This last is a vastly important point, demanding the most grave and earnest consideration of every philanthropist, patriot and statesman. That every child of school age, that is, every child between five and fifteen years of age, ought to receive an education, in accordance with his rank and circumstances, is a position which none in this age of progress and enlightenment will venture to call in question. That it is the duty and interest not only of parents and guardians, but of communities and nations,—as such, to see that all the young within their border, are actually receiving such an education, is also speculatively admitted, however grievously it may be neglected in practice. As to the exact proportion of any population attending school, so as to secure this desirable object, considerable diversity of opinion seems to exist among writers on education and political economy. In older countries, where a national system has existed for centuries, and where the educational machine is accordingly more nicely and delicately adjusted, it is generally supposed that one-sixth of the population, or one out of every six, constitutes a very fair proportion, and may be regarded as a good standard. This is about the proportion in Prussia, Saxony, and some of the smaller German Principalities; and Holland and Scotland come next. In some of the New England States the proportion of school going children is even greater. In this respect Nova Scotia occupies a pretty respectable position, there being about one in seven and a half receiving education, including all schools, private as well as public. But, whilst this fact is satisfactory, it does not, in so far as Nova Scotia is concerned, bring out the actual quantity or amount of education given. It may present a sufficiently correct estimate of the number of children that may attend the school in the course of the year, but a fourth of these may not have attended three months, a third not more than six, and a half not more than eight; and it is when regarded in this aspect that our real educational condition is fully evolved, in so far as the matter of quantity is concerned. It is a notorious fact that the utmost irregularity exists as to the time in which the schools generally are in session. It is a comparatively rare occurrence to find a teacher in the same school for more than a twelvemonth, and where he does remain that time, in four cases out of five, are these schools vacant for three months or more, before a successor is appointed. We know that we are considerably below the reality when we assert that, in half of our schools, the teacher does not continue for more than six months, and, in a fourth, not more than three months; and, in by far the greater proportion of these cases, there is an interval of some months, more or less, before the situation is filled up. It is well known, moreover, that in the counties of Shelburne, Yarmouth, Digby and Annapolis, there is an almost complete change from males to females, and from females to males, every half year,—the males teaching in winter and the females in summer. To a certain extent the same practice prevails in the counties of Queen's, King's, and Lunenburg. We cannot go further into particulars upon this point. We would, in confirmation of all these statements, simply refer to the returns of the Clerks of the different Boards of School Commissioners. Surely it requires no argumentation to show that such a state of things, wherever it exists, cannot fail to be in every way injurious to the cause of education, and must almost set at defiance the carrying out of any systematic consecutive plan; at all events, it deeply affects the whole matter of the quantity or the amount of education given. It is our decided conviction, a conviction to which we have hundreds of times given utterance, in the audience of those more immediately concerned, that no teacher can do justice to himself, or his system, or his scholars, in less a period than three years; and, if this assertion is sound, how very imperfect and limited, in no considerable number of cases, must be the character of the education of too many of our youth! They are able to read, write and figure after a fashion, but it is so partial, so full of imperfections, that it is like climbing a rugged precipice to engage in the one or other of these exercises.—

They may, and they do, not unfrequently resolve with themselves to persevere, and, for a time, they struggle on, determined to surmount every difficulty, but such is the amount of toil and self-sacrifice they encounter that they gradually fall from their purpose, and, except when roused by sheer necessity, they discontinue these exercises altogether. And of what service, either to themselves or their fellow-creatures, or to the Province, is the education they have thus received?—But, even in the case of those whose scholarship is more respectable, there is oftentimes the greatest inaccuracy and want of thoroughness in the most elementary branches.—Their education is, like the mushroom, forced in its growth, and partakes largely also of its unsubstantiality and rapidity. And what is the remedy for this state of things, less or more prevalent over all the Province? It is not one or two remedies, but a number, that will remove it, and, even with the appliances of the best adapted means, no small period of time will be required. The first thing we would propose is the equalizing of the emoluments of teachers according to their professional rank and experience. This would unquestionably impose a check upon their nomadic character. Then there is the time of the term of agreement. As the law now stands, the Trustees are at liberty to engage the teacher for the space of three months. This ought to be changed to six, or even to twelve months, with the bonus of a certain increase of salary for every additional six months the teacher may remain in the same school. But the most effectual remedy is direct assessment. This will not only vastly increase the number of scholars, but secure constant teaching in the district. Paying for education by compulsion, will constrain parents and others to avail themselves of its benefits.

4. Grading of Schools.

Another deficiency in our present educational condition is the all but total want of grading in our schools. The grading of schools is a matter of primary importance, and is daily rising in the estimation of all enlightened educationists and sound thinking philanthropists. It affects not a part merely, but the whole of the educational process;—its external condition and its inner life;—the parents of the scholars and the scholars themselves;—the teacher and his constituents;—the means and the end. How helpless and insufficient is the teacher in the school room without classification! He can neither secure order nor serve the end of his vocation. He, accordingly, as by instinct, first of all proceeds to the work of classifying the pupils under his charge, certain that without this he can make but little progress. And what is the grading of schools but classification on a grand scale? Instead of arranging and methodizing some twenty five or thirty scholars, according to their age, their endowments and attainments, it is to take all the children of our densely peopled districts, and, still more, of our towns and villages, to divide them into two or three classes, according to their number, and to provide for them separate schools and separate teachers; to place those from five to eight in the primary department, under the care of a female teacher, those from eight to ten or eleven in the intermediate, and from that and upward in the high school or academic department. These schools in towns and villages may be built together, and carry on their operations under one head; or they may be independent of one another, and yet carry on substantially the same system, the younger paving the way for the more advanced, so that the education of the whole shall be consecutive and progressive. This plan is vastly the most advantageous, alike to the teacher and the scholar—to the parent and the state. To the teacher it brings along with it immediate benefit. Instead of going over all the branches of a common school education, in all their degrees of advancement, and, it may be, ranging over the classics, mathematics and the sciences, his whole time and energy will be devoted to one, or, at most, to two sections, and these pretty much in the same stage of progress and of mental development. Then he will really be in a position to unfold the subject that forms the exercise for the day, and to unfold it in

such a way that the minds of the pupils shall be expanded,—instead of being barely able to hear them go through it, and that in the most perfunctorial manner. Then he will be able thoroughly to study his subject, and when he presents it to his pupils, to borrow illustration upon illustration, until he succeeds in bringing it home to the understanding even of the most doltish and stupid. Then he will be able to discover the diversity of endowment and of temper in his scholars, and to adapt himself to the same both in the selection and treatment of the subject. This plan is not less advantageous to the scholars. A great many children brought together and engaging in the same mental and moral conflict, the power of the sympathy of numbers will come into full and vigorous operation. The immenso diversity in the phases of endowment of so many children of the same age, will be productive of the most beneficial results upon the whole, stimulating and influencing largely both their intellectual and moral advancement. Instead of receiving but an inconsiderable portion of the teacher's time and energy, the children will receive his undivided attention as much in one day as in the ordinary miscellaneous schools they would in a week. It is surely, then, no exaggeration to maintain that the children in these circumstances will make as much progress in one month as in an ungraded school they would in two. And what is done, is done, and will prove of permanent and lasting benefit. But this mode is equally advantageous to the parent and the state. According to its principles 50 children can be as easily taught as 25,—100 as 50, and 150 as 75, provided the school room is sufficiently commodious and adapted to the purpose. It will thus vastly diminish the charge of education, seeing that one individual can teach a larger number of scholars, and that more efficiently than a smaller number. But we cannot enlarge upon this theme. We think we have said enough to satisfy every reasonable mind, that this method is pre-eminently calculated to advance the very highest ends of education,—even the strengthening of all the powers and energies of our nature by the communication of sound wholesome knowledge, and that, from the very nature of things, it must be infinitely the cheapest. And what more could be desired? Now it is well known that with one or two exceptions, there is nothing of this kind in existence in the Province, and that education, especially in the towns and villages, is suffering egregiously in consequence,—suffering not merely in point of quantity and quality, but, still more, in point of expense. To remedy this state of things is a very easy matter. Let a Legislative enactment declare that wherever 75 children of a school-attending age can be mustered within an area of three miles,—and this area might even be extended,—a primary and more-advanced school should be established, either under one roof or separately; or, where there are 150 children within the same compass, there should be established a primary, intermediate and high school;—said high school embracing all the branches usually taught in our Grammar Schools or Academies. Along with this enactment there should also go forth a graded schedule of qualifications for the teachers of these departments, so that there would be no difficulty in assigning to each his proper position, or in apportioning his share of the public funds. In some cases Commissioners of Schools have refused to make any grant out of the public funds to those who have acted as assistants in numerously attended schools. This system, instead of being discontinued and frowned upon, ought to be encouraged in every possible way.

But to render this system of gradation complete, and to raise our Province to the highest educational standard, there should also be established a Provincial University for Literature, Philosophy and Science. To stop at the High School or Academy, is to finish our Provincial educational fabric without a keystone. This University would form a befitting keystone; and if, instead of standing out in an isolated position from all the other educational institutions of the land, it constituted part and parcel of the whole, conducted according to the same principles and guided and controlled by the same agency, it would contribute largely, not merely in stimulating the subordinate schools of learning in the land, but in imparting stability and symmetry and beauty to the whole. Then

would our educational tree be perfect, possessing not merely roots and stem and leaves, but flowers and fruit, and all in meet dependency—all in full subservency,—the one to the other. To accomplish this end, such a University would require to be no mere semblance, no flimsy superficiality with one or two professors, it may be, ranging over the whole circle of Literature, Philosophy and Science, but, to be thoroughly equipped with five or six professors, and each *facile princeps* in his own special department;—such a University, in fact, as would command the respect and confidence of the intelligent and enlightened in the community, founded on the principles of our common Christianity, and yet entirely free from sectarianism. In addition to the branches of learning usually taught in Great Britain and the United States,—where there is no Theological Faculty,—such as Classics, Mathematics, Natural Philosophy and Natural Science, Logic, Mental and Moral Philosophy, there ought to be a special course of instruction, adapted to the agricultural, mechanical, manufacturing and commercial pursuits and interests of Nova Scotia, and the institution thus prove the best preparative not only for any one of the learned professions, but for all the active pursuits of our youth. Such an Institution might, in our apprehension, be established without any additional expenditure to the Province for educational purposes, and would be productive of transcendent results.

b. The Teacher.

Another grand defect in our educational machinery relates to the teacher.

Next to the system comes the teacher. You may adopt the best possible system, and may make every requisite provision for its execution, but unless you have a well equipped living agency to carry it out in all its details, it must prove a comparative failure. The first thing in all educational movements is to select the best system,—and that system will ever be found to be so, which makes the nearest approximation to the principles of our nature; and then to use every means for the purpose of encouraging the teachers to qualify themselves for carrying it out into living, actual embodiment.

And the question here meets us at the outset, Are the means employed by the Province really fitted for the accomplishment of this end? Do they secure the teacher that position and remuneration to which his capabilities, comparatively, entitle him? Do they present sufficiently powerful motives to stimulate him to the acquisition of higher qualifications in his profession?

Every tradesman expects, and is entitled to, the worth of his labour. Every merchant looks for a price for his goods corresponding to their marketable value. And so it is with the teacher. And the moment he is disappointed in this respect, and learns from experience that there is no provision made for securing to him a *quid pro quo*, that moment are his energies paralysed, and, it may be, he resolves to seek out some other sphere of exertion, which, he knows, will undoubtedly yield him a more adequate recompense for his labour, skill and experience. Now, it is well known, that this end, according to our present Legislative enactment, is intended to be secured by the granting of what are called licenses to the teachers, which licenses not only entitle them to a certain amount from the public funds, but, generally too, regulate the amount received from the people. This duty devolves upon the thirty three Boards of School Commissioners, throughout the Province, appointed by Government. And here the question meets us, Are these Boards, as at present constituted, competent to discharge this duty? For the last five years we have investigated and pondered this matter, and the conclusion at which we have calmly arrived, is that they are not. Far be it from us to bring any charge of unfaithfulness or dereliction of duty against these Boards. We believe that, generally speaking, they have done the best they could in the circumstances in which they were placed, and a few of them have exerted themselves very praiseworthy in classifying the teachers, and placing them in the position which their

qualifications entitled them to occupy. The incompetency to which we refer, arises first of all from the disjointed character of these boards, from their being left, according to law, at the most full and free liberty to transact their business as they think fit; and the result is, that there are not two Boards that pursue exactly the same course in this matter. Some leave the business of licensing to a committee of their number, others to the whole Board, and others, in a great measure, if not altogether, to the clerk, who possesses neither status nor responsibility as a constituent member of this Board. Some attempt to classify their teachers, and others do not. Some examine the candidates for license before they commence teaching within their bounds, and others do not till they have taught for a season, whether possessed of a license beforehand or not. In fact, there is nothing in the shape of a uniformity of procedure amongst them, in connection with this matter; and, so long as the present law continues, so long as each Board is left absolutely to its own discretion, there can be no uniformity, and, by consequence, no general appliance to raise teachers from a lower to a higher grade. But the incompetency of these Boards to decide this matter rests upon still more important grounds. They want, generally speaking, the requisite qualifications. They require, first of all, to sit in judgment on the moral character of the candidate for license.—This they are perfectly able to do; and it is satisfactory to observe the improvement that has taken place in reference to the moral character of teachers, during the last ten or fifteen years. They require, still further, to decide on the amount of scholarship the applicants possess. This some of the Boards are also in a position to do. There are ministers of the gospel amongst their number, possessed of superior scholarship, and who can thoroughly test their qualifications in this respect, but these gentlemen may be absent at the very time when their presence is most needed; and, besides, oftentimes, with all their scholarship, and that is undoubted, they may be, in a great measure, destitute of that kind of knowledge or scholarship most essential for teachers, both in our common and more advanced schools. There are, however, Boards where there are no such gentlemen as members, where ministers are, for some reason or other, carefully excluded, and such Boards, with all their desire to do their duty, are, in a great measure, without the requisite qualifications. But these Boards require also to test the teaching capabilities of the candidates for license. The moral and literary qualifications of the teacher are necessary, but there is something more necessary still, and that is, his professional character. The candidate may be perfectly irreproachable in his moral conduct, and he may be, in every sense of the term, a learned man, and yet he may be utterly destitute of a knowledge of the business of teaching; and of what worth will all his other qualifications be? As a professed teacher, he ought to be acquainted with all matters connected with his calling, such as the organization of a school, its management and discipline, and the best and most approved methods of carrying on the different branches of education.—And how few, in all the Boards of School Commissioners, are qualified to examine on these and similar topics; and which, after all, are of vastly greater importance to the teacher than either of the other qualifications to which we have already adverted. The Province supports an Institution called a Normal School at a cost of £800 per annum, for what purpose? Is it to impart scholarship merely to those in attendance? Any other Educational Seminary might have furnished a due amount of this. It no doubt aims at imparting to the future teachers of the Province a greater amount of scholarship, but its main object is to give a knowledge both of the theory and practice of the art of teaching,—of teaching as a business. This Institution has already sent forth upwards of one hundred first class teachers, who are engaged carrying on their educational labours in different parts of the Province.—And are these, after they have spent a year or more of the best of their days, and some £50 or £60 of their means, in qualifying themselves for the business of teaching,—after the Province has expended so much yearly in the upholding of this Institution,—are these, after all, to be placed in exactly the same category with those who have come fresh from school

themselves, and who, with all their scholarship, may be ignorant of the very way of arranging the seats and desks in a school room so as most effectively to serve the end intended. Yet this state of things must inevitably follow from consigning such a function to the Boards of School Commissioners.

And now, it may be asked, What is to be done to remedy this defect? What is to be done so to classify teachers that they shall receive that remuneration alike from the Province and people to which their qualifications respectively entitle them,—so that, in all their grades, they shall meet with that encouragement and support which will stimulate them to renewed diligence,—so that they shall cease not in their professional attainment till they reach the highest possible point? To effect all this there ought, in my opinion, to be a distinct county or district board of examiners, consisting of three practical men, of which the local inspector shall, *ex officio*, be a member, and a regular schedule of qualifications for each class of teachers drawn out, for the guidance of all these examining Boards. These Boards should meet at stated times to suit the convenience of teachers, and should use every means in their power to stimulate them to the better discharge of their arduous professional duties.—And a list of the graded teachers of the Province should be regularly filed, and deposited in the educational office. This, or something like this, is the method pursued in other countries. In Britain this constitutes one of the principal functions of Her Majesty's Inspectors of Schools;—and not only so, but all the papers and documents connected with the examinations of teachers,—the questions and answers,—are submitted to the inspection of the Lords of the Privy Council on Education. These arrangements not only operate powerfully in stimulating teachers to aim at yet higher attainments in their professional pursuits, but in giving them a status and rank which no increase of remuneration could of itself impart.

6. Inspection of Schools.

Another grand defect in our educational machinery is that of the local inspection of schools. In all my reports, I have called the attention of the Legislature to this subject. I have dilated on the duties of the office, and its unspeakable benefits. I have often and again adverted to the serious disadvantages under which I labour as Superintendent of Education, without Inspectors, and the impossibility of my arriving, without their assistance, at anything like an accurate knowledge of the state of education throughout the Province. I have introduced the subject here, mainly for the purpose of guarding the minds of some against a notion that seems to prevail, that any person, if he happen to possess a fair amount of scholarship, is perfectly competent for the discharge of the duties of a local Inspector. This is a grievous misapprehension. Merely to call at one school after another, put a few statistical questions to the teacher, and, perhaps, hear a specimen of one or two classes, and write the result in his memorandum book, would be little better than nothing—would be a mere trifling with the whole subject. To do this work efficiently, would require a person of superior scholarship, of educational enthusiasm, and of considerable practical experience;—one who would have weight with the teachers, and whose suggestions would be appreciated and carefully reduced to practice.

To visit all the schools in the Province at least three times in the course of a year, and to report specifically on the condition of every school, would require the undivided attention of at least of three energetic men, two for Nova Scotia proper and one for Cape Breton. I presume the main difficulty in the way of the appointment of such officers is the cost, but we would, with all respect, beg to suggest a plan by which such an agency might be called in without incurring scarcely any additional expense to the Province. It is well known that the Clerks of the present Boards of School Commissioners receive £5 per cent. commission on the money actually disbursed by them, amounting to about

£600. This is a pretty large sum without scarcely any direct educational return. Not but that the Clerks perform their duty faithfully; but what does this consist of? Merely attending two, or three, or four meetings of the Board in the course of the year, dispensing the funds to the teachers, according to the directions of the Commissioners, and transmitting the annual returns to the Superintendent. Now why not disburse all this money directly from the Treasury, or, rather, we should say, from the educational office? Let the teachers be all thoroughly graded and classified, and let them receive a remuneration proportioned to the number of children taught and the rank they hold; and let their certificates to this effect be properly authenticated, and forwarded to the educational office. This is the method pursued in Upper and Lower Canada, in New Brunswick and Prince Edward Island, and, we believe, in all the States of the Union. This is the case, too, in Britain. Were this plan pursued in this country it would save these £600, which would afford a fair remuneration to three Inspectors. All the additional expense would be the employment of a clerk in the educational office, which would not cost more than £150 per annum.

I know not one educational office on the whole of this Continent without a clerk except the one at Truro. This necessarily devolves an immense amount of routine work on the Superintendent of Education, which ought to be done by a clerk, thereby enabling the Superintendent to devote his time and energies to other and more important occupations. By this arrangement three well qualified Inspectors might be procured without much additional outlay, and the whole educational machinery conducted according to a thorough, systematic plan.

7. Necessity of Central Board.

Another, and the only other, defect in our educational affairs which we can notice, is the want of uniformity. It is well known that the present enactment commits the whole local management of education to thirty-three Boards of School Commissioners. These Boards are charged with the responsibility of the settlement of all matters, connected with the division of the territory, placed under their inspection, into school districts,—the licensing of teachers,—the distribution of the public funds as well as of the books. In the management of all these matters these Boards are left entirely to their own discretion. There is no general code of regulations to direct and guide them in their deliberations and decisions on one or the other of these matters. Every Board is thus compelled to act, in every particular case, as it believes to be most conducive to the general interests of education within its bounds, and the result of all this is the most lamentable want of uniformity in all the forementioned particulars, there being scarcely two Boards acting exactly alike. And so long as the present state of things remains, this diversity of acting will exist. And surely I need not dwell on the injurious results of all this to the general interests of education. By this mode of procedure little or nothing is done to stimulate districts to a sense of their duty in educational matters; the teachers have little or no encouragement to prosecute their studies, or more fitly to qualify themselves for their work; the utmost diversity exists on the part of the School Boards in the distribution of their funds, some allowing a first class teacher £20, others £15, and others £12, so that a teacher on going from one Board to another may find the difference of his share of the public money to be not less than £7 or even £10.

And now, it may be asked, what is the remedy proposed to meet this state of things, and, if possible, to bring about a uniformity of acting throughout the Province? We have long and calmly pondered this question, and have come to the decided conviction that the only effectual remedy is the appointment of a Central Board of Education, such as exists in Upper and Lower Canada, in all the sister Colonies, and, in fact, in every country where a national system of education exists. There are innumerable matters of detail in

every system of national education that can only be carried out and arranged by such a Board. Whatever be the constitution of this Board, whether composed of gentlemen versant in educational matters or of the Executive Council of a nation, it is clear that the Superintendent of Education must be *ex officio* a member of the Board. It is his special province to prepare the business to be brought before it, and to see its instructions and deliverances carried out. It might still be necessary that County Local Boards exist for the purpose of deciding all matters connected with the division of the county into school districts, stimulating to the erection of commodious school houses, arranging and controlling the matter of local assessment, certifying the reports of Trustees, &c. It appears to me, however, that it would be more conducive to the interests of education, generally, that these Boards be selected and appointed by the people rather than by the Government.

Such are the suggestions I would, with all respect, submit to the consideration of your Excellency and the two branches of the Legislature. They are not rashly or inconsiderately come to, but are the calm and deliberate result of the observation and experience of five years. If the evils referred to really exist, and if the remedies proposed seem well fitted to effect their removal, it appears to me to be alike expedient and obligatory that these suggestions be carried into execution with as little delay as possible.

I have the honour to be, my Lord;
Your Lordship's most obed't and humble serv't,
ALEXANDER FORRESTER.

REPORT

OF

MODEL SCHOOLS, TRURO,

YEAR ENDING APRIL 30, 1860.

Department.	No. of Pupils.	Av. Attendance.
Primary,	66	58
Intermediate,	65	56
High,	62	55
Total,	193	169
Pupils in Classics,		27
Modern Languages,		26
Algebra and Mathematics,		29

FINANCIAL AFFAIRS.

Received in fees,	£267 17 1	
Provincial Grant,	200 0 0	
County	25 0 0	
		£492 17 1
PAID		
Teachers' Salaries,	£450 0 0	
Incidental Expenses,	40 12 8	
	£490 12 8	£490 12 8
Cash on hand,		£2 4 5

Abstracted from Model School books up to date, March 17th, 1860, and assumed to the end of the year.

JOHN B. CALKIN,
Head Master.

T A B L E A.
NUMBER OF SCHOOLS AND DISTRICTS --- SUPPORT OF SCHOOLS, ETC.

SCHOOL BOARDS.	No. of Schools		SUPPORT FROM DISTRICT.				SUPPORT FROM PROVINCE.				Amount from People for every £1 of Province.	Cost of Pupil to People.	Cost of Pupil to Province.			
	W.	S.	Support in Winter.		Support in Summer.		Support in Winter.		Support in Summer.							
			£	S. D.	£	S. D.	£	S. D.	£	S. D.						
1 Halifax City.	30	19	474	11 9½	370	5 3½	814	17 1	347	10 0	330	10 0	678	0 0	£	S. D.
2 " East.	11	23	177	13 9	341	18 1½	519	11 10½	114	2 4	115	7 0	229	9 4	£	S. D.
3 " West.	31	39	619	13 1	754	3 0	1373	16 1½	206	17 6	206	7 5	413	4 11	£	S. D.
4 " Shore.	16	18	193	15 4	269	9 0	463	4 4	87	19 3	89	19 6	177	18 9	£	S. D.
5 Chester.	13	16	184	4 0	113	17 4	248	1 4	85	11 0	89	10 0	175	1 0	£	S. D.
6 New Dublin.	15	13	165	14 6	133	13 7	299	18 1	76	1 0	75	8 0	151	9 0	£	S. D.
7 Lunenburg.	35	26	445	7 6	330	12 10	776	0 4	145	5 0	133	9 0	278	14 0	£	S. D.
8 Queens.	27	34	564	8 6	545	4 1	1109	12 7	273	3 11	238	15 0	511	18 11	£	S. D.
9 Shelburn.	18	21	257	0 0	227	7 11½	484	7 11½	118	6 1	116	7 6	234	13 7	£	S. D.
10 Barrington.	31	28	273	16 10	325	6 2	599	8 0	100	0 0	123	0 0	223	0 0	£	S. D.
11 Argyle.	20	19	284	13 10	221	10 8	506	4 7	83	13 9	69	18 10	133	12 7	£	S. D.
12 Yarmouth.	28	39	574	6 0	543	1 0	1117	7 0	144	19 9	133	19 1	278	18 9	£	S. D.
13 Clare.	12	20	117	5 7	161	18 1	275	3 8	72	1 0	74	10 0	146	11 0	£	S. D.
14 Digby.	32	42	566	14 10	600	7 1	1167	1 11	185	0 7	190	3 4	375	3 11	£	S. D.
15 Annapolis, West.	23	33	412	12 11	525	12 3	938	5 2	140	10 0	142	3 7	282	13 7	£	S. D.
16 " East.	34	40	760	18 8	776	18 9	1537	17 5	175	15 0	189	1 3	364	16 3	£	S. D.
17 Kings.	51	67	1390	5 2½	1500	8 11	2890	14 1½	307	10 0	271	13 4	579	8 4	£	S. D.
18 Hants, West.	23	36	632	6 9	915	0 10	1547	7 7	219	3 4	218	10 0	437	13 4	£	S. D.
19 " East.	22	27	432	15 0	484	0 0	866	15 0	132	13 4	116	0 0	248	13 4	£	S. D.
20 Colchester.	48	64	870	18 0	1007	18 10	1878	16 10	226	14 8	221	0 10	447	15 6	£	S. D.
21 Stirling.	15	21	239	13 5	312	12 6	552	5 11	67	4 0	67	3 9½	134	7 9½	£	S. D.
22 Cumberland.	51	61	980	12 6	1042	17 8	2023	10 2	238	15 5	244	5 0	483	0 5	£	S. D.
23 Parrsboro'.	8	9	171	8 6	155	11 3	326	19 9	51	6 0	51	6 0	102	12 0	£	S. D.
24 Pictou, North.	49	52	874	3 3	941	0 0	1815	8 3	299	13 4	295	14 6½	595	7 10½	£	S. D.
25 " South.	50	64	730	14 0	888	15 5½	1619	9 5½	291	13 10	342	5 8	633	19 6	£	S. D.
26 Sydney.	54	64	643	9 3	786	6 3½	1379	15 7	347	13 3	334	2 10½	681	16 1½	£	S. D.
27 St. Mary's.	12	13	184	11 10	168	7 7	352	19 5	69	11 6	73	3 4	142	14 10	£	S. D.
28 Guysborough.	26	27	235	0 8	267	0 1	502	0 9	140	0 0	152	10 0	292	10 0	£	S. D.
29 Inverness, South.	48	47	497	7 0	492	17 10	990	4 10	281	8 0	285	16 0½	567	4 0½	£	S. D.
30 " North.	30	27	337	18 5	353	16 8½	691	15 1½	128	7 6	130	6 7½	258	14 1½	£	S. D.
31 Victoria.	32	32	382	7 6	340	8 0	722	15 6	181	0 6	176	4 6	357	5 0	£	S. D.
32 Cape Breton.	69	56	780	1 2½	704	17 9	1484	18 11½	320	3 0	352	19 0	673	2 0	£	S. D.
33 Richmond.	39	41	405	16 4	448	17 0	854	13 4	205	13 8	205	13 11	411	7 7	£	S. D.
Total,	983	1138	16808	6 0	16952	2 0	32760	8 0	5865	10 5	5857	4 11½	11722	15 4½	£	S. D.

Total average cost of each Pupil, £0 12s. 9½d. Total average salary of each Teacher, £44.

Average. Average. Average.

T A B L E B.
NUMBER, AGE AND SEX OF SCHOLARS --- NUMBER OF CHILDREN.

SCHOOL BOARDS.	Paid Pupils.		Free Pupils.		Total Number of Pupils.		AGE OF PUPILS.						SEX OF PUPILS.						No. of Children from 4 to 15.
	W.	S.	W.	S.	W.	S.	Under Eight.			Over Eight.			Male.		Female.				
							W.	S.	W.	S.	W.	S.	W.	S.	W.	S.			
1 Halifax City.	975	990	651	998	1631	1988	354	436	1246	1538	921	977	679	1032	993				
2 " East.	477	839	13	14	490	853	120	248	369	569	264	457	225	396	993				
3 " West.	1076	1291	160	229	1236	1520	304	394	928	1066	735	811	493	709	1383				
4 " Shore.	394	493	35	44	429	537	98	160	332	379	232	271	198	269	840				
5 Chester.	355	387	46	53	400	440	113	169	296	281	234	222	173	218	374				
6 New Dublin.	304	268	36	23	340	221	52	102	284	183	197	135	143	156	764				
7 Lunenburg.	940	573	132	107	1072	680	182	171	890	509	629	352	443	328					
8 Queens.	678	859	108	180	786	989	126	202	660	727	703	466	283	503					
9 Shelburne.	444	387	51	87	549	474	66	141	483	334	360	246	189	268					
10 Barrington.	607	624	80	87	687	721	72	246	615	475	513	345	174	376					
11 Argyle.	441	359	80	64	521	423	64	121	457	311	367	252	157	213	875				
12 Yarmouth.	806	894	249	281	1055	1175	125	383	930	792	740	526	315	649	2543				
13 Clare.	213	378	70	110	283	488	37	81	246	407	148	212	134	276	1103				
14 Digby.	858	869	121	170	979	1059	102	221	777	814	675	518	304	589	1308				
15 Annapolis, West.	587	617	100	75	687	692	106	262	575	611	487	397	300	444	804				
16 " East.	920	974	100	121	1020	1095	134	284	803	841	557	507	297	618	1609				
17 Kings, West.	1638	1934	235	341	1873	3275	217	627	1656	1648	1343	1043	530	1230	3002				
18 Hants, West.	814	1312	97	155	911	1467	137	330	736	1421	636	623	329	734	2134				
19 " East.	752	867	41	52	793	909	129	246	585	579	469	441	292	346	880				
20 Colchester.	1504	1969	114	164	1618	2133	324	592	1507	1637	1055	1129	746	1136	1819				
21 Stirling.	563	786	86	34	599	820	72	187	527	633	368	418	231	402	1203				
22 Cumberland.	1502	1711	146	192	1648	1903	329	461	1319	1442	906	959	742	964					
23 Parrsboro'.	244	257	18	20	262	278	28	73	230	205	165	129	93	149	443				
24 Pictou, North.	1748	2060	92	128	1840	2188	350	534	1490	1654	1013	1190	827	1010	3502				
25 " South.	2194	2786	113	137	2307	2923	363	742	1944	2181	1356	1623	951	1300	2121				
26 Sydney.	1358	1742	189	209	1547	1951	147	357	1400	1594	968	1111	579	840					
27 St. Mary's.	321	322	53	36	374	398	54	101	310	260	209	199	169	160	449				
28 Guysborough.	559	559	114	134	673	693	114	180	559	513	493	384	234	309					
29 Inverness, South.	1243	1283	151	196	1394	1479	125	216	1269	1263	945	890	449	583	1946				
30 " North.	846	789	72	88	918	877	109	167	809	710	560	504	358	373	1261				
31 Victoria.	905	785	102	80	1007	865	107	185	900	680	578	479	429	386	1022				
32 Cape Breton.	1944	1740	270	193	2214	1933	369	1889	1889	1564	1285	1151	1929	782					
33 Richmond.	894	1034	335	333	1229	1367	246	334	983	1033	705	700	524	657	1293				
Total.	29104	32758	4215	5086	33319	37844	5231	9322	28004	28874	20656	19586	13919	18505					

T A B L E C.
DURATION OF SCHOOLS - SEX OF TEACHERS - CHARACTER OF SCHOOLS - SCHOOL-HOUSES.

SCHOOL BOARDS.	Schools in Weeks.		SEX OF TEACHERS.						Common Schools.			No. teaching Geog. & Gram.			Registers kept.		SCHOOL HOUSES.			Library.			School Books.			APPARATUS.		
	W.	S.	Male.		Female.		W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	Gloves.	Maps.	Black boards.	Other Apparatus.
			W.	S.	W.	S.																						
1 Halifax City.	22	23	10	9	10	10	2	13	5	21	18	2	8	518	163	295	516	2	90	25								
2 " East.	17½	18½	6	12	5	9		22	1	36	30		6	170	111	259	179	2	146	15	1							
3 " West.	24	23	23	8	16	16	3	25	9	17	12		1	81	191	134	67	20	115	25	2							
4 " Shore.	22	21½	9	7	9	9	1	10	3	15	14		1	95	85	156	43		103	7								
5 Chester.	23½	21½	8	7	5	9		8	3	15	11		4	63	14	146	33		25	4								
6 New Dublin.	17½	23	8	2	7	11		8	1	15	11		4	163	157	355	123		14	8	1							
7 Lunenburg.	19½	21	24	13	11	13		6	3	35	35			125	96	182	136		82	21								
8 Queens.	22	20½	18	11	9	23	8	8	3	34	34		7	174	189	27	22		86	12								
9 Shelburne.	19	21	14	6	4	15	1	10	2	20	13			297	254	214	240		48	9								
10 Barrington.	15	24	19	5	2	23	8	8	3	28	23			203	84	202	96		24	24								
11 Argyle.	16	19	17	6	3	19	12	12	1	20	19		1	243	262	260	132		64	24								
12 Yarmouth.	19	21½	23	9	5	30	1	35	16	39	23		5	102	102	145			106	54								
13 Clare.	20½	20½	6	4	6	16	3	3	19	20	19		1	85	70	38	145		5	106	54							
14 Digby.	19	22	18	19	14	23	2	33	12	42	23		8	85	70	38	145		3	67	9							
15 Annapolis, West.	23½	24	15	14	8	19	2	33	8	33	23		6	61	111	120	139		2	51	20							
16 " East.	23	22	22	15	12	25	2	34	12	38	23		1	64	117	220	133		3	74	36							
17 Kings.	21	23	41	26	10	41	4	67	3	66	56		1	151	191	85	139		7	166	59							
18 Hants, West.	22	23½	14	18	9	18	4	27	3	36	25			207	168	210			272	27								
19 " East.	16	20½	16	7	6	18	2	22	2	22	16			109	24	113	107		3	84	21							
20 Colchester.	20	20	29	26	19	38	2	56	8	64	41		15	35	58	112	54		3	173	62							
21 Stirling.	22½	21	9	11	6	10	20	20	1	20	18		2	76	114	111	61		3	58	23							
22 Cumberland.	21	21	33	31	18	13	46	46	12	59	61		2	478	100	217	76		4	66	42							
23 Parrsboro.	21	21	5	5	3	4	7	7	2	9	6			37	37				10	4								
24 Pictou, North.	22	21	35	34	14	18	8	45	4	43	43		6	341	141	190	237		5	104	46							
25 " South.	21	20½	35	42	15	22	6	53	9	57	49		6	98	95	491	303		2	105	50							
26 Sydney.	21	20	40	42	14	22	3	41	9	54	44		8	18	93	95	491		2	132	24							
27 St. Mary's.	17	17	9	7	3	6	2	10	1	11	10		1	200	154	149	120		2	29	9							
28 Guysborough.	21	21	19	18	7	14	6	10		22	21		1	142	46	211	187		2	31	7							
29 Inverness, South.	24½	21	43	42	5	5	6	27	10	12	13		34	94	185	281	146		2	63	10							
30 " North.	22	23	27	24	3	3	20	20	13	16	14		29	168	118	239	314		1	51	16							
31 Victoria.	22	17	29	27	3	5	8	29	13	9	23		28	194	204	301	82		5	58	13							
32 Cape Breton.	21	22	49	36	20	20	3	29	8	39	31		55	13	328	208	634	61		5	92	15						
33 Richmond.	20	21	30	32	9	9	4	20	7	16	10		8	1,101	1,120	232	188		3	57	17							
Total,	20½	21	703	587	280	553	45	779	156	968	141	826	175	6360	4797	6301	4430		99	2435	742	15						

TABLE D.

ABSTRACT OF GRAMMAR SCHOOL RETURNS.

SCHOOL BOARDS	TEACHERS.	Number of Pupils.		Average attend-ance.		No. Pu-pils in higher branch-es.		SUPPORT FROM PEOPLE.			SUPPORT FROM PROVINC.			Globe.	Maps.	Black boards.	BRANCHES TAUGHT.
		W.	S.	W.	S.	W.	S.	£	s.	d.	£	s.	d.				
Halifax City.			60														
" East.	Mathew Henry.	63		37	41	10	21	48	0	0	12	15	9	1	32	1	Latin & Mathematics.
	Charles L. Cox.							16	13	4	15	16	8	1	22	2	do.
" West.	James Davison.	46	54	18	25	15	14	78	3	0	23	15	0		8	1	do.
" Shore.	John R. Miller.	65	70	46	40	17	20	144	0	0	25	15	0	1	set	2	Classics & French.
Chesler.	Rev. R. Payne.	27		21		12		25	0	0	11	17	6		7	1	do.
	Herbert Garvis.		28		18		11	21	0	0	11	17	6		5	1	do.
New Dublin.	Hinkley Condon.	71	65	45	43	13	12	69	10	0					6	1	do.
Lunenburg.	William Lawson.	38	37	28	25	15	11	60	0	0				2	6		Math. & Ag. Chem.
Queens.	Wm. H. Richin.	86	45	80	27	16	11	144	4	7	47	10	0	2	8	1	Classics & Mathem.
	John Hood.	41	32			14	18	75	0	0	47	10	0	2	14	2	Math. Lat & French.
Barrington.	Joseph R. Miller.	51		30		17		30	0	0	23	15	0	2	7	2	Classics & Mathem.
	J. H. Dono.		42		32		11	28	10	0	23	15	0	2	10		Mathematics.
Shelburne.	James H. Munroe.	54		46		13	14	60	0	0	47	10	0		11	1	Mathemat. & Latin.
Argyle.																	
Yarmouth.	G. A. Christie.	38	24	22	15	18	8	46	11	11½	32	13	4	2	7	9	Classics & Mathem.
Clare.																	
Digby.	George Munroe.	64	64	43	50	20	15	100	0	0	25	0	0	2	2	11	Latin & Mathemat.
	William Laudet.	34		30		13		22	10	0	10	8	4½	1		8	Latin & French.
	J. O. Ruggles.		33		27		13	80	0	0	19	13	4		6		Class. Math. & Fren.
Annapolis, West.	Daniel McDonald.		40		29		14	100	0	0				1	7	3	do.
" East.	William Shipley.	36	40	32	33	14	13	65	0	0	25	0	0	1	set	1	Latin.
	A. J. McLeod.	70	40	60	27	16	14	95	0	0	25	0	0		3	3	Classics & French.
	Dr. Hea.	52	54	40	40	36	38	220	0	0				2	25	3	do.
Kings.	Murk. McGregor.	60	66	30	30	10	13	100	0	0					4	2	Latin & Mathemat.
	George H. Gibson.	43	50		30	12	15	80	0	0					5	1	Latin, Fren. & Math.
	Alex. Romans.	80	75	60		14	18	150	0	0					4	2	Latin & Mathemat.
Hants, West.	James McDonald.	50	59	38	38	11	12	100	0	0	24	5	8		9	2	Mathematics.
" East.	Benjamin Curran	47	31	35	30	18	15	105	0	0	23	0	0	2	10	3	Class. Math. & Fren.
Stirling																	
Colchester.																	
Cumberland.	Jacob McLellan.	74		43		11		38	0	0	12	10	0			2	Latin & Mathemat.
	Donald McCauley	60	60	32	41	8	7	80	0	0	31	5	0	1	4	1	do.
	Israel Blair.	40	40	20	20	12	11	110	0	0	31	5	0		2	2	Mathematics.
Parrsboro'.																	
Pictou, North.	D. B. Barkley.	46	32	30	28	12	10	45	0	0	12	10	0		9	4	Latin & Mathemat.
	W. Johnson.		50		30		11	15	3	3					4	2	do.
	W. Fraser.	35		22		10		40	0	0	12	10	0		4	1	do.
" South.	Thomas Harrison.	46	35	33	28	18	13	80	0	0	20	11	0	1	set	1	Class. Fren. & Math.
	J. McKenzie.	72	74	31	35	7	15	80	0	0	30	15	4		2	2	Classics & Mathem.
	Thos. Cummings.		51		34		16	20	0	0	12	16	4		10	1	do.
	J. Willoughby.	72	68	31	32	12	12	50	0	0	27	10	0		7	2	Latin & Mathemat.
Sydney.	John McDonald.	40	20	21		10		20	0	0	18	19	4		5	1	Classics & Mathem.
	W. Patrick.	29		22		10		12	10	0	9	10	8	1	12	1	do.
	Alex. McDonald.		37		21		10	17	14	0½					1	1	do.
	And. McGilveray.		46		21		10	20	0	0	14	3	0		14	1	Latin & Mathemat.
St. Mary's.	Duncan McPhalo.		51		30		15	22	0	0	16	13	4	2	5	2	Mathematics.
Guysborough.	R. A. Sinclair.	40		31				12	0	0				2	6	1	do.
	Thomas G. Taylor.	30		23		11		20	0	0	15	5	8		10	2	Mathem. & French.
Inverness, North.	Angus McDonald.		33		30		6	18	0	0							Mathematics.
	Angus Melsaac.		54		27		11	22	10	0	14	15	0		4	1	do.
	Edw'd Blanchard.	46				11		20	0	0	20	0	0		4		Classics & Mathem.
" South.	Donald McMillan.	43	43		34		12	40	0	0	29	1	10	2	8	1	do.
	Miles Thumkin.		51		23		10	22	0	0	13	2	8		5	1	Latin & Mathemat.
	David Forbes.		27		20		11	21	0	0	11	2	2		16	1	do.
	Donald McLac.	56		35		10		22	10	0				2	5	1	Mathematics.
	A. Munroe.	39		30		8		20	0	0					10	1	Latin & Mathemat.
Victoria.	John McLeod.	40	47	30	34	12	18	42	0	0					6	1	do.
	Alex. Farquharson		44				12	20	0	0					8	1	do.
	Duncan Buchanan		85		43			18	0	0	16	13	4	2	3	1	do.
Cape Breton	W. H. Waddel.	37	42	24	24	15	13	40	0	0	50	0	0		12	1	Classics & Mathem.
Richmond.	John McDonald.		112		70		19	46	15	0	25	0	0		3	3	do.
Total,		1951	2083	1199	1225	506	569	£3059	5	8	£290	6	9	37	379	87	

TABLE E.

NORMAL SCHOOL, TRURO.

LIST OF GRAMMAR AND FIRST CLASS COMMON SCHOOL GRADUATES.

Term.	NAMES.	CLASS.	COUNTY.	Term.	NAMES.	CLASS.	COUNTY.
1st.	Mr Joseph H. Webster,	1st.	Kings.	6th.	Miss Susan Bentley,	1st.	Colchester.
	William Parker,		Halifax.		Sarah Bentley,		"
	Henry Waddell,		Pictou.	†	Amelia Archibald,		Halifax.
	Jere'm'h. Willoughby,		Halifax.		Mary E. Delaney,		Colchester.
2nd.	Miss Mary Kelly,		Colchester.		Martha Dickie,		"
	Elizabeth Tupper,		"		Susan Johnston,		"
	Sophia Christie,		"		Caroline McKenzie,		Pictou.
	Rachel Tupper,		"	‡	Thirza Dodson,		Colchester.
	Christina Ross,		"		Mr Samuel F. Raymond,		Yarmouth.
	Mary A. Stephens,		"		Caleb Phinney,		Digby.
	Eliza McCurdy,		"		James H. Doane,		Shelburne.
†	Rebecca O'Brien,		Hants.		Jacob Layton,		Colchester.
	Mr J. B. Culkin,		Kings.		James Little,		"
	Hugh McEwen,		"		John D. Bruce,		Pictou.
	John Forbes,		Guysborough.		John Gunn,		Inverness, C. B.
	Donald McAulay,		Victoria, C. B.		Charles Archibald,		Halifax.
3rd.	Miss Mary Parker,		Halifax.	7th.	Daniel McDonald,	Grammar.	Sydney.
	Ellen Layton,		Colchester.		Charles Pitblado,		Colchester.
	Sarah Scott,		Guysborough.		William Elder,		Hants.
	Christina McDonald,		Sydney.		Miss Sarah McLeod,	1st.	Colchester.
†	Sarah Johnson,		Colchester.		Emma Page,		Cumberland.
	Annie Archibald,		Halifax.	†	Mary Annand,		Colchester.
	Jessie Archibald,		Colchester.		Nancy Archibald,		"
	Elizabeth McCurdy,		"		Martha Campbell,		"
	Mr William Riehan,		Yarmouth.		Mary J. Campbell,		"
	Thomas Taylor,		Guysborough.		Mary Jane Cox,		"
	Jonathan R. Borden,		Kings.		Marg't C. O'Brien,		Hants.
	William Morse,		Lunenburg.	†	Lizzie Walker,		Lunenburg.
	Robert G. Irwin,		Shelburne.	‡	Bessie Steele,		Halifax.
	Robert Colquhoun,		Inverness, C. B.	†	Nancy Barnhill,		Colchester.
	John Morrison,		Victoria, "		Mr Alexander McKay,		"
4th.	John R. Miller,	Grammar.	Kings.		George Ross,		"
	Miss Georgiana Carlisle,	1st.	Yarmouth.		Duncan McPhail,		Inverness, C. B.
†	Harriet Dickson,		Colchester.		Malcolm McKinnon,		"
	Elizabeth H. Donkin,		"		Roderick McNeill,		"
	Susan Chisholm,		Cumberland.		Angus Ross,		Colchester.
†	Amelia Flemming,		Colchester.		Peter Campbell,		Inverness, C. B.
	Rosanna Layton,		"		Campbell Stuart,		Halifax.
	Rosanna Bentley,		"	8th.	Nicholas Smith,	Grammar.	Queens.
	Mr John Mackintosh,		Pictou.		Samuel F. Raymond,		Yarmouth.
	Donald McKrae,		Victoria; C. B.		Miss Jane Gow,	1st.	Lunenburg.
	Charles L. Cox,		Colchester.		Emma Homer,		Shelburne.
	Gilbert W. Dakin,		Annapolis.		Elizabeth Thompson,		Hants,
	Rob't. O.B. Johnston,		Colchester.	†	Letitia Crowell,		Shelburne.
5th.	Miss Margaret Archibald,		"	†	Mrs Hill,		Digby.
	Georgianna McCurdy,		"		Miss Mary Revette,		Halifax.
	Isabella McCurdy,		"		Mr A. Hiltz,		Lunenburg.
	Jane Waddell,		Pictou.		Donald McLeod,		Cumberland.
	Annie McKenzie,		"		Duncan Duff,		Hants.
	Elizabeth Archibald,		Guysborough.		Charles Kehroth,		Lunenburg.
	Mr Elnikim Archibald,		Colchester.		Frederick Lawrence,		Inverness, C. B.
	Murdoch McGregor,		C. Breton, C. B.		John C. Blackadar,		Yarmouth.
6th.	Somerville Dickie,	Grammar.	Kings.		Charles Darby,		"
	Miss Janet Crocket,	1st.	Sydney.		Samuel Archibald,		Colchester.
	Jane Flemming,		Colchester.		Nathaniel Hebb,		Lunenburg.
	Mary A. Waugh,		"		Richmond McCurdy,		Colchester.

* Dead. † Married, but have taught some time. ‡ Never taught.

N.B.—About fifty of the Second Class Graduates have taught, or are engaged in teaching. The names of these do not appear in the above list.

Journal of Education & Agriculture in acc. with A. & W. Mackinlay.

DR.

1858.			
May 3—	Printing Circulars,	£1	2 0
	Cash paid for engraving Heading,	7	13 0
	Postages,		15 6
	Cash paid for collection,		14 0
	Stationery,		11 3
	Agriculturalist—1858,	1	12 6
	English Journal of Education—1858,		8 9
	Advertizing in Messenger,	1	12 6
	" Wesleyan,	2	0 6
	" Witness,	1	12 6

1859.			
July	—To Printing and Furnishing 12,000 copies of Journal for the year 1858-59,	150	0 0
	Printing and Furnishing 1000 extra copies with Report of Superintendent of Education,	10	0 0
		£178	2 6

1859.			
Dec. 31—	To Balance from last year,	£38	0 0
	Cash paid for American Journal of Education,	3	0 0
	Agriculturalist—1859,	1	12 6
	Printing 12,000 copies Journal for 1859-60 up to 17th June, 1860,	150	0 0
		£192	12 6

March 19—	To Balance (being nett loss of 2 years),	£103	15 6
-----------	--	------	------

CR.

1859.			
Aug. 12—	By Cash from subscribers to date,	£130	2 6
	" Provincial Secretary for printing Reports,	10	0 0
	Balance to Dr. of Journal of Education, 1859-60,	38	0 0
		£178	2 6

1860.			
Mar. 19—	By Cash from subscribers to date,	£56	7 0
	Amount due by Agricultural Societies and subscribers,	32	10 0
	Balance to Dr.	103	15 6
		£192	12 6

E. & O. E.

A. & W. MACKINLAY,
PUBLISHERS AND PROPRIETORS.

Halifax, March 19, 1860.

MOUNT ALLISON LADIES' ACADEMY, SACKVILLE, N. B.

THIS Institution, situated in one of the most healthy parts of the Province, offers every inducement to Young Ladies desirous of obtaining a thorough and finished Education. In addition to the ordinary branches of an English Education, the higher Mathematics, the Ancient and Modern Languages, are taught. The best Instructors in Music and the Fine Arts are employed in this Academy.

TERMS.

Board and Tuition in Elementary Branches,	£9	3 4	} Per term of 14 weeks.
Modern Languages, Sciences & Mathematics, (each),	6	8	
Instrumental Music,	2	0 0	
Drawing, Crayoning, &c.	1	0 0	

REV. J. ALLISON, A.B., *Principal.*
MRS. M. L. ALLISON, A.B., *Preceptress.*
Mt. Allison, Sackville, Feb. 3rd, 1860.

JUST PUBLISHED.

Price 2s. 6d..

THE ACADIAN MINSTREL,

In Two Parts.

Containing Songs, Duets, Glee, Rondos, Hymns and Devotional Music,

For the School-room.

BY JOSEPH H. WEBSTER,

Teacher in the Model School, Truro.

A. & W. MACKINLAY,
Publishers.

Jan 15

JUST PUBLISHED,

CLOTH BOARDS—PRICE 1s. 3d.

The Geography and History of Nova Scotia,

WITH A GENERAL OUTLINE OF GEOGRAPHY, AND A SKETCH OF THE BRITISH POSSESSIONS IN NORTH AMERICA:

J. B. CALKIN,

HEAD MASTER OF THE PROVINCIAL NORMAL SCHOOL, TRURO.

HALIFAX, N. S., JULY, 1858.

A. & W. MACKINLAY,

Publishers, Booksellers, and Stationers,

NO. 16 GRANVILLE STREET.

HAVE on hand an extensive Stock of the following Books:—
IRISH NATIONAL SERIES.

Consisting of—

First Book of Reading,	Fifth Book of Reading,
Second Book of do.	Spelling Book Superceded,
Third do do.	First Book of Arithmetic, &c., &c.
Fourth do do.	
—ALSO—	
Tennie's English Grammar,	Ollendorff's French Grammar,
Murray's do do.	Nool & Chappal's do.
Sullivan's do do.	Chambard's French Fables,
Carpenter's Spelling,	Paul and Virginia in French.
Murray's do.	DeFiva's French Reader,
Maror's do.	Arnold's Latin Prose Composition,
Universal do.	do Greek Prose Composition,
Murray's English Reader,	do First & Second Latin Books,
do Introduction,	Author's Anabasis,
Sullivan's Geography,	do Cicero,
Reids' do.	do Virgil,
Stewart's do.	do Cæsar,
Goldsmith's do.	Hullion's Latin Grammar,
Morse's do.	Edinburgh Academy's Latin Grammar,
Mitchell's do.	do do Greek do.
Woodbridge's do.	do do Latin Dialectus,
Smith's do.	Hebrew Bibles,
Chambers' do.	do Grammars,
Dawson's Geography of Nova Scotia,	Phillips' School Atlas,
Blake's Philosophy,	Lardner's Euclid,
Swift's do.	Davie's Algebra,
Parker's do.	do Trigonometry,
Chambers' Educational Series,	Hugh's Reading Lessons,
McCulloch's do do.	Colenso's Algebra,
Loitch's do do.	Walker's School Dictionary,
Grey's Arithmetic,	Finlock's History of England,
Town's Educational Series,	do do Greece,
Walkingham's Arithmetic,	do do Rome,
Thomson's do.	Chambers' School Maps, } Imported to
Reid's Composition,	Phillips' do. } order.
Colburn's Arithmetic,	
Ahn's French Grammar.	
Coo's Drawing Cards, Drawing Paper, Drawing Pencils, etc., etc.	
All of the above are offered on the lowest terms. A liberal discount to the trade.	

THE JOURNAL

OF

Education and Agriculture,

FOR NOVA SCOTIA.

IS EDITED BY

THE REV. ALEXANDER FORRESTER, D. D.,

Superintendent of Education for the Province,

AND PUBLISHED BY

A. & W. MACKINLAY.

BOOKSELLERS & STATIONERS, GRANVILLE STREET, HALIFAX
on the 15th day of each month.

TERMS.—One Dollar per annum, payable in all cases in advance. This Journal will furnish a good medium for all Advertisements connected with Education and Agriculture. Advertisements not exceeding six lines, inserted for 2s. 6d.; those exceeding six lines, at a proportional rate,

JAMES BARNES & CO, Printers, 179 Hollis Street, HALIFAX.