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JOURNAL OF EDUCATION

FOR

NOVA SCOTIA.

CONDUCTED BY THE SUPERINTENDENT OF EDUCATION.

Vol. 1.

MARCH, 1852.

No. 4.

The present number of the Journal of Education is the last that can be issued under the existing law. In view of the approaching end of this law, and in the prospect of being enabled to retire from his office at its close, the Superintendent of Education begs leave to tender to the Commissioners, Trustees and Teachers of the Province, and to the friends of Education with whom his official duties have brought him into contact, his grateful acknowledgements for aid and co-operation, and for personal attention and kindness.

Visiting the various Counties as a stranger, and the occupant of an office which many were at that time disposed to consider needless, and which might in many cases bring him into collision with existing practices and interests, much that would be unpleasant might have been apprehended. Such apprehensions however, have not been realised, and nothing could speak more favorably for the soundness of our provincial feeling on the subject of Education, than the almost entire absence of party or sectarian rancour and official or professional jealousy from the educational proceedings of the last two years.

With all the imperfections of the present law, it must be admitted that under it many agencies for improvement have been brought to bear on the schools. Educational meetings for free discussion have been held.—Lectures have been delivered.—Institutes of instruction for teachers have been convened.—Associations have been organised—improvements in school houses and apparatus have been explained and introduced—school books have been furnished—district libraries have been established—an Educational Journal has been commenced—more accurate returns have been obtained—greater care has been exercised in the examination of teachers—the tone of public opinion on the subject of education has been elevated. These are matters of no small importance; and entitle the present law to our grateful remembrance, when it shall be no more. It did not however reach the three great evils that have always affected the schools; the want of *free schools, trained teachers* and *systematic trustee management*.

A Bill including all the good parts of the old law and providing for the supply of these deficiencies, has grown out of the inquiries and agitation of the last two years, and is now before the Legislature. May the Author of all wisdom grant to our Legislators the power and disposition to deal with this great subject as its importance to the welfare of the Province, and the pressing wants of the children who from day to day depend on our schools for mental and moral culture, demand.

If a training school and free schools, with the better organisation of district affairs implied in them be adopted, we shall have a school system of which Nova Scotia may well be proud, and under which our people may advance with vastly accelerated rapidity in all that concerns our provincial prosperity. These improvements will give us from the first, education for nearly fifteen thousand children now destitute of it, and more regular and perfect means of instruction to twenty-five or thirty thousand now receiving some share of the benefits of education. Once introduced they will never be abandoned; and if properly tended and nurtured, they will take deep root in our Province, and yield their fruits in increased abundance from generation to generation; and will be valued by our descendants as the best inheritance handed down to them from our times. These great engines for popular instruction are earnestly commended by the present Superintendent to the hearty support of every enlightened lover of his country; and he earnestly solicits for those who may be concerned in the administration of a law embracing such improvements, that kind consideration and zealous co-operation which he has himself experienced.

School Report for 1851.

The Report contains the Superintendent's narrative of proceedings for the past year, Statistical Tables and remarks on the state of Education as compared with last year, and suggestions in reference to a New School Law. In the Appendix are Rules of Teachers Associations, an Address on Free Schools by Dr. Ryerson, and notes of the proceedings of the Insti-

tute at Truro. The two latter are especially worthy of the attention of parents and teachers. As the Legislature has ordered the printing of 1500 copies for the purpose of diffusing information respecting the Schools, it is hoped that teachers will endeavour to circulate their copies as widely as possible among the supporters of their schools and others.

Clerks of Commissioners will please endeavour to distribute the School Reports forwarded to them, in such a manner as to give each Commissioner and Teacher a copy. No other persons should receive copies till all such are supplied.

Agricultural Chemistry.

The Superintendent has much pleasure in stating that this subject has not been lost sight of by teachers during the present winter. It has been taught in a number of common as well as grammar schools, and the demands for sets of apparatus have exceeded the supply imported last summer. This subject must henceforth form a prominent and permanent feature of our provincial education.

The Maps of Nova Scotia charged in the bills of the following Boards could not be procured in time to be forwarded with the parcels of last year: Barrington, 1 doz; Shelburne, 1 doz.; Digby, 1 doz; Parrsboro', 2 doz; Kings', 2 doz; Hants 1 doz.; Queens', 1 doz; E. Halifax, 1 doz; W. Halifax, 1 doz; Lunenburg, 2 doz.; Annapolis, 2 doz; Rawdon and Douglas, 1 doz.; Argyle, 1 doz.; Yarmouth, 1 doz. On referring to the printed account in the School Report, it will be seen that the amount of these maps has been deducted from the sums charged to the Districts above named.

School Returns.

In the present uncertainty with respect to the provisions of the New School Law, the Superintendent is unwilling to print any blank returns for the half year closing in April. The printed blanks furnished last year may be used; and where these are exhausted, the following form may be followed:—

FORM OF SCHOOL RETURN.

Return of School District, No. —

—Teacher, for the half year ending

Names of Assistants,

Names of Trustees,

No. of weeks School has been kept since last Return,

Average daily attendance per Scholar, in days,

No. of children between 4 and 15 in the District,

Salary of Teacher from the People.—Paid by Fees or Subscription, £.—Paid by Assessment £.—Paid in Board £. Total Salary, £.—

Subjects taught beside Reading, Writing and Arithmetic,

Books Used.—Reading and Spelling—Grammar—Arithmetic and Book Keeping—Geography—Algebra and Mathematics—Other Books.

Library, No. of Volumes in,

Apparatus.—Globes—Wall Maps—Blackboards—Other Apparatus.

Schoolhouse—Internal Dimensions—Whether Stone, Frame or Log.—Its Condition.

Is a daily register kept of Attendance, Merits and Errors.

If a Grammar School, number in higher branches.

[The above will occupy one page of a sheet of foolscap. On the following pages write the *List of Scholars*, stating in separate columns: Names of Scholars—Ages—Time of Attendance in weeks—if paid, or free: After this, an *Abstract* stating, Total No. of paid pupils—do. of free—do. over 8—do. under 8—do. male—do. female: Lastly the following certificates:]

Certificate of Trustees.—We the undersigned, as Trustees of School District No.

do hereby certify that the within report is correct; that we are satisfied with the conduct of the Teacher; that the sum to be received from the Commissioners is payable to him for his own use; and that the engagements made with us by the applicants for the school have been fulfilled.

} Trustees.

Certificate of Teacher.—I hereby certify that no part of my salary has been collusively withheld; and that the representations which have been made, and the engagements entered into for the support of this School, are in good faith, and not merely to procure a portion of the Provincial allowance.

Teacher.

Sworn to before me

[It is very desirable that Teachers should be careful in keeping their registers of daily attendance accurately, and that the Returns should be filled up with care and completeness.]

NEW SCHOOL LAW.

The Law now before the Legislature, embraces the provisions of the existing law, with some large and important additions, introduced at the instance of the Superintendent of Education, and intended principally to meet those great deficiencies of our present system—want of training for teachers—small school attendance—insufficient salaries of teachers—and want of system in the management in the individual school districts. It is proposed to remedy these evils—1st, by a Provincial Normal School; 2ndly, by the introduction of County Assessment to a limited amount; 3dly, by making the Schools free; 4thly, by introducing greater system and order into the appointment and proceedings of trustees of schools; 5thly, by a general annual inspection of the schools. The following remarks on the provisions of the Bill are published here in order that its true nature and intended operation may be more fully understood.

Normal and Model Schools.

The importance of a good Provincial system of Education cannot be exaggerated. The common schools lie at the foundation of the public prosperity. Whatever their character, they must determine the future condition of the Province and its people. It becomes us then to examine carefully the legislation proposed on this all-important subject, in this eventful crisis of our country's history, and after the operation for two years of a preparatory superintendence and public agitation.

First, among the new provisions, are those under the head of "Provincial Normal School," and it may be remarked here that the arrangement of the Bill under distinct heads, though it renders the general comprehension of the plan more difficult to the cursory reader, must afford very great facilities to the officers concerned in working out the details.

The estimated expense of the training school is very moderate—altogether trifling when compared with the means expended for this object in New York and Upper Canada; but not lower, at least in annual outlay, than that of the highly efficient training schools of Massachusetts, the oldest in America.

It is well in a Country like ours, not to attempt public buildings on a great scale, but to bestow as much as possible in procuring the men to do the work and in providing them with indispensable requisites.

The course of instruction is to be modelled after that of the most successful schools already existing on this continent. In these it consists of preliminary reviews of the branches which the pupil-teachers are supposed (but it is often only a supposition) to have learned before they enter the Normal School, with information on the subjects useful in explaining these branches, lectures on the art of teaching, and practice in teaching in model schools. In addition to these branches, instruction is given in mathematics, agricultural chemistry, animal physiology, and other subjects likely to expand the minds of young teachers, and render their labors more practical in their tendency. All this is done in Upper Canada by two masters, in Massachusetts by three, and in New York by ten. Here we are to have three masters—a portion of the time of the principal being however, occupied, as in the economical State of

Connecticut, by the duties of general superintendence. This union of offices, however, is sometimes objected to, and it is quite possible that they might be better to be separated; but it must not be forgotten that superintendence is a new thing in this Province, and that the Legislature might not be prepared to offer the necessary remuneration to two men possessing the high qualifications required almost equally in both offices.

The mode of admitting pupils, a proportion of whom are to be received from each County and mileage allowed for travelling expenses, is borrowed from New York, and is the only practicable means of making the benefits of the School to be felt equally in all parts of the Province. On this plan the districts in the immediate vicinity of the School will have no larger share of trained teachers than those at a greater distance. The discretion allowed to the principal, however, in admitting an additional number of pupils, will enable any district which may furnish a larger number of applicants than the Commissioners can send, to obtain admittance for a portion of the rejected applicants; without, however, the advantage of having their travelling expenses paid. Judging from the anxious desire for information manifested by young persons entering on the office of teaching, there can scarcely be any doubt that the School will usually be full. The experience of Upper Canada and New York, however, shows that it requires a little time, usually a year or more, to bring an institution of this kind up to its full measure of attendance. Much will depend on the success of the Government in selecting a place central, accessible, and in which board in respectable families can be obtained cheaply; and in which these families can be brought under a general code of regulations favorable to the safety, comfort and progress of the pupils.

Model schools are absolutely necessary to useful training. The schools in the place in which the Normal institution is established are to be used for this purpose, on the plan adopted in Massachusetts and Connecticut, apparently with a fair degree of success. This plan saves the additional expense of model school buildings and masters—and the people of the place selected should not object to it, since it gives their schools the benefit of a large number of assistants previously trained at the Normal School, and must thus largely promote the improvement of their children. The agreement of the School Trustees of the place to this arrangement, must, of course, be obtained by the Commissioners for erecting the building, before they determine its site.

The powers given to the principal are large—too large to be exercised by an arbitrary or indolent man; but not too large for a prudent man devoted to the work. By assigning a vicarial power to the Governors, and otherwise somewhat enlarging their responsibilities, the possible evils which might result from the office falling into weak hands might be guarded against. It is, needless, however, to conceal the fact that in the infancy of an institution of this nature, under any legal provisions that may be framed, everything must depend on the man entrusted with its management. His position will be one of no small difficulty and responsibility; but success will place him at the head of by far the most useful and popular institution in the Province, and of a system of elementary instruction through which his influence for good will be felt in every settlement in the country.

Assessment and Free Schools.

The second and most important of the new provisions is that for the introduction of a limited amount of assessment for the support of schools. An attempt—it is to be hoped a successful one, to introduce that grand engine for the elevation of the mental and moral condition of the mass, which has urged on the industrial prosperity of the neighboring States, and enabled them in two centuries to outdo most of the nations of the old world in all the essentials of a people's greatness. The more intelligent portion of the population of this Province are now prepared, nay earnestly desirous to submit to the burthen of taxation for so noble an end. The very ignorant never will, if left in their ignorance, be prepared for it. The Legislature should be ready to deal boldly with this question, and for once to legislate for the true interests of the country, irrespective of popular prejudices, which are now fast decaying, and would in a year or two entirely disappear before the practical benefits of a well-planned Free School Law.

In the Bill, the Provincial grant remains as hitherto, and the remainder of the salaries of teachers are to be raised in part by a County assessment, equal in amount to the Provincial grant, and in part by voluntary contributions in the separate districts, or sections as they are to be called; this last portion of support to be contributed either by subscription or local assessment, at the option of an annual meeting convened for the purpose.

This may be viewed as the mean between two opposite methods of introducing the assessment principle, which have had their advocates in this Province. In the first place many iron friends of the Free School system maintain that assessment to the full amount should be made compulsory at once. Admitting this to be a desirable consummation, there can yet be little doubt that it would be imprudent as a first step, more especially as it does not appear that any country in America has yet gone so far as to make the whole support of Schools a compulsory assessment. In the second place, there are equally earnest advocates of assessment who would be content with a compulsory assessment in part, but would permit the remaining salary to be raised as now, by fees per scholar. Many districts in Upper Canada and New York have as yet gone no farther than this, but their experience shows that on this plan the distinction between free and paid pupils still subsists, and that many who pay a share of the tax are precluded from enjoying the full benefit of the Schools.

Neither of these extreme methods could at present succeed in this Province.

The first could not be carried into effect, especially in the poorer Counties. The second would not give the people that which can alone secure their consent to taxation, a system of Free Schools. The middle course proposed in the present Bill, appears practicable, is sanctioned by experience and secures the end in view. It must be admitted, however, that its machinery is more complicated than that required by the other methods;

but on the other hand, this machinery secures a more methodical and efficient management of the Schools.

We have then in the Bill the following arrangements for combining Free Schools with support in part voluntary.

1. The Provincial grant to be drawn by the Commissioners and distributed all in one half year, instead of the half in each half year, as at present.

2. An equal sum raised as a county tax, in the same manner as the county rate, and distributed as the allowance of teachers in the second half of the year. The Teachers will thus receive in the whole year, from the Commissioners, an average allowance of £23 per annum instead of £13 which is the present average.

3. To enable an additional salary to be raised in the separate sections, it is proposed to introduce the admirable School Trustee organization of Upper Canada and New York, which has proved in those countries an efficient agency for procuring, by means of the Trustees, larger salaries for Teachers than those hitherto paid in this Province, by fees and subscription. Doubts may be entertained as to the willingness of Trustees to perform the duties required of them; but experience and common-sense teach, that if men be given to understand the nature of their duties, furnished with all the powers required and with a remuneration for the more difficult part of their work, and be subject to a strict responsibility to their constituents, they will act with greater faithfulness and energy than when their powers, responsibilities and duties are vaguely defined and imperfectly explained.

Under the new arrangement proposed by the Bill, the trustees can offer the people of their district free instruction for every child, on condition that they raise a sufficient sum to enable the Trustees, with the aid of the Provincial grant and county assessment, to hire a competent teacher. They can do this with much less difficulty than under the present system—the public aid being double that at present received. On the one hand, if they neglect to engage a Teacher, they lose not only a school for their children, but the share of public money due to their district.—On the other, by engaging a good teacher, they have a free school at a less cost per family than will now suffice to educate one half of the children. This subject, however, merits some additional remarks.

Before leaving the subject of Assessment for the support of Schools, it is proper to notice, that at present the County tax will operate under disadvantageous circumstances, in consequence of our having no facilities for county assessment other than those afforded by the Grand Jury and Sessions, bodies not responsible to the people, and often very capricious in their action. Had we incorporated counties, there can be no doubt that the system would work more smoothly. In the meantime it is necessary

to provide some alternative in the nature of a penalty, and at the same time of a provision for the support of the schools, in the event of the County authorities neglecting to assess. This is done in the Bill by depriving Counties so neglecting of one-third of their School Grant, and distributing the remaining two-thirds only to schools which are made free by district assessment, and to poor Schools and poor Scholars in other schools. The penalty will thus fall most heavily on those of the wealthier districts which may refuse to establish free schools, and a bounty will be given on the free school system, as established in separate districts. It seems just that this should be the case, since those districts which by retaining the system of fees per scholar, refuse to educate the children of their poorer inhabitants, have certainly a very small claim to public aid.

A grave question is often asked in relation to the new system proposed, "What sums can be expected from the people of the districts in addition to the County tax, or will they raise anything?" At present it appears by the School Report, that the average salary per teacher is £38 per annum, and of this £25 comes from the people and £13 from the Province. Under the new law, about £26 will be given from the Provincial grant and County tax, and to make the teacher's salary as large as his present poor pittance, £12 per annum will be required from the people. It would require £20 from the people to raise the salary of the teacher to the average of Canada, New York, or New England. What then are the inducements brought to bear on the people under the new system, to induce them to raise this additional sum?

First—A teacher must be engaged and a school established, otherwise the people cannot claim from the Provincial grant and County assessment the sums due to their district. If no school be established, nothing can be drawn, yet they must pay their share of the county tax. If a school be kept up for half a year only, but half the year's allowance can be drawn. This makes it necessary for the trustees to engage a teacher for such sum as a licensed teacher will consent to receive, and the sum necessary for this purpose must be provided by the school meeting. Secondly—The Provincial grant and County tax are distributed according to class of teacher and number of scholars, as well as the sum raised for support of the school. There is thus a bounty on hiring a good teacher and paying him well, and on keeping a full school. On the other hand, the Commissioners being authorized to give one sixth of the Provincial grant and avails of County tax in aid of poor districts, and to employ tempora-

ry teachers in those which cannot engage teachers, very great facilities will be afforded to poor districts in establishing schools. *Thirdly*—The salary of the teacher is to be raised, not as now, for the purpose of educating a portion of the children of the district, but for all the children of the district, unless these be sufficiently numerous to require two schools; and thus, for the sums which they may raise, the people will receive a much greater and more general amount of benefit than at present. *Fourthly*.—The trustees have power to raise any amount of salary agreed on by a meeting of the district, or if none be agreed on, two thirds of the sum stated in their annual estimate. *Fifthly*—In poor districts persons subscribing or assessed by the district meeting, may settle with the teacher instead of the collector, or, in other words, may pay in produce. *Sixthly*—The sum required after the payment of a county tax will be much smaller than that needed at present; and being raised on a broader basis, will fall much more lightly on those who are now most heavily burthened to support the schools; and such persons being directly interested in the schools; will be willing cheerfully to bear this lighter load for the same reasons that now induce them to bear the heavier.

These considerations, in connection with the better management of the school affairs by the Trustees which must obtain under the new law, appear sufficient to ensure that the salaries of teachers will become better and more certain in proportion to the large amount of work required of them under a free school system. It is perfectly evident that the school attendance will be very largely increased, and that the facilities for the education of the children of the poor, and for keeping up schools in poor districts will be very much greater than now.

One question yet remains: to what extent will the number of schools be increased? This question cannot be answered with great precision. We know, however, that in the present districts, each teacher instructs on the average twenty-one children, though he might teach forty or fifty quite as effectually. Now, since in the present districts there are on the average 58 children, it is evident that the school attendance might be doubled without increasing the number of schools. On the other hand, many districts now vacant would establish schools, and it is of course desirable that they should do so. It is, however, also true that many districts now have too many small schools, which, under the clause which allows only one school for every fifty children, would

be united into single large schools. On the whole, there seems good reason to believe that the number of pupils might readily be doubled, without such an increase of the number of schools as would tend to diminish the salaries of teachers.

If Assessment be determined on at all, it is to be hoped that to a certain extent, it may be made compulsory. If left to the decision either of counties or districts, it must either remain inoperative like the assessment provision of the present law, or give rise to party divisions on the subject, destructive to the interests of the schools. These evils appear to be well guarded against by the arrangements in the present bill, which makes assessment directly compulsory to an amount sufficient greatly to improve the schools, yet not so large as to be very burdensome, and indirectly induces or compels the supplementing of the teacher's salary by the action of the trustees in the district.

School Inspection.

The next of the new provisions that claims attention is that for District inspection. School inspection by an officer or officers appointed for the purpose, is but of recent origin in Nova Scotia, though, not in many other countries. Under the operation of the present law, the Superintendent has in two years personally visited about 500 schools, or about one half of the schools actually in operation. He remarks on this subject in his report for 1850, "An annual examination of the schools by the Superintendent is obviously impracticable, and anything short of this cannot give the full results of a system of inspection. The time which I could allot to each school was also shorter than I could have desired. Notwithstanding these difficulties however, I am convinced that the partial inspection of the past summer has been beneficial. In nearly every school some useful information could be imparted or received, or something done to stimulate parents or teachers, and I have generally found a readiness to act as far as practicable on the suggestions given. Disputes and differences have also been arranged, and advice given which may lead to better management of the affairs of the schools. Even the mere liability to inspection, or its possible occurrence, in some cases produces good effects."

The schools of this Province are by no means permanent institutions, their attendance perpetually ebbs and flows in a sort of semi-annual tide. Their teachers migrate. They are opening and closing at all seasons. These causes would render inefficient the labors of even two, three, or four general inspectors. The only method that can secure an actual annual inspection, is that of *County or District inspectors acting under a general head.*"

On this view is based the provision for district inspectors in the present bill. There is to be one for each Commissioners' district, to visit each school annually, and examine and report on it, under forms furnished by the Superintendent, and to be paid at the rate of 5s per visit. These Inspectors are similar in their duties to the County and Township Superintendents in Upper Canada and New York, and the School visitors of Connecticut. Let us see how the scheme works in those countries. In Canada the local Superintendents are appointed either for Counties or for one or more Townships. Some Counties have as many as five or six Superintendents. They are required to visit each school four times in the year, to lecture on education, and to perform many of the duties in regard to the distribution of monies, &c. which are performed in this Province by Commissioners and their clerks. Their remuneration is 20s. annually for each school under their jurisdiction, unless a larger sum be voted to them by the County Municipality. The remuneration proposed in Nova Scotia may be estimated to be a little higher than that in Canada, the work being in Nova Scotia about one fifth of that in Canada, and the payment one fourth. The Canadian Report for 1850 shows that clergymen and other professional men, form the bulk of the Canadian inspectors, and the extracts given from their reports afford a very favorable impression of their qualifications. It is probable that there would be no difficulty in securing the services of similar men in this country.

In the instructions given to the district Superintendents in Canada by the Chief Superintendent (which are very full), they are required to examine the schools in relation to their "Mechanical arrangements—Means of instruction—Organisation—Discipline—Method of instruction—Attainments of pupils." In reference to the results on the Schools, the report says:—"The interest awakened, and the moral influence brought to bear by means of these visits in behalf of the schools, cannot be easily estimated." In New York and Connecticut similar testimony is borne to the utility of the system, and in Great Britain a method very similar in its nature has recently been acted on. It is true that in New York the system of county inspection was omitted in the last School Act (though that for Township inspection was retained),* on the alleged ground of party influence in the appointments. This evil is guarded against in Upper Canada by vesting the power of appointment in the County Corporations, and in the Bill now before the House, by giving the ap-

* The Township Inspectors formerly acted under the County Superintendent.

pointment to the Superintendent, whose position will necessarily remove him from the sphere of party influences and action. Should the Counties be incorporated, however, the Canadian method of appointment might be preferable. In Canada, however, the City Councils pay the officers as well as appoint them.

Prudently acted on, the provision for County inspection must give a great stimulus to the prosperity of schools, and furnish a useful check on their management. The following remarks of the Superintendent of New York, would no doubt equally apply to Nova Scotia:—

“The attention of the Legislature has been annually called to this subject, both by my predecessor and myself, from the period of the repeal of the act creating the office of County Superintendent, to the present time; and each additional year only increases the strength of the argument in favor of the proposed reform. Every incumbent of the office of State Superintendent, without exception, during the period which has elapsed from the passage of the original act establishing this class of local officers, has borne uniform and strong testimony to its utility and necessity; and the most enlightened friends of popular education throughout the State have, with equal unanimity, expressed their decided and unwavering conviction of its value and importance. The considerations which demand its restoration, as an essential part of our system of public instruction, are numerous and incontrovertible; and it is by no means going too far to say that, in the continued absence of some instrumentality of this nature, it will be found utterly impracticable to lay before the Legislature and the people that information in relation to the condition and administration of our School system, which is so indispensably requisite to its efficiency and advancement.”

Grammar Schools, &c.

The Grammar Schools are to be called High Schools, and are to be free. The lowest sum paid per school is as now, to be £25. As much more is to be given from the County tax, and as much more raised by the people of the District—giving in all £75 as the lowest Grammar School salary. Eight pupils in the higher branches are to be taught in the half year, and if classics and mathematics are both taught, or if pupils under eight years of age are admitted, an Assistant is to be employed, and will be entitled to an allowance from the Commissioners as a Common School Teacher, for all pupils over 30 (or, as has been suggested in amendment, over 20). On the whole, there seems every prospect that the Free Grammar Schools will be well supported, and their support, under the County system of taxation, cannot fall on the poorer districts.

Among the minor provisions, though important in their place, are those for aiding Teacher's Institutes—for publishing

copies of the Act with forms and instructions for trustees and teachers—for issuing an Educational Periodical—for settling the sites of School Houses and arranging disputes between teachers and trustees—for hiring itinerant teachers for poor districts, and expending surplus grammar school monies in this way—for limiting the number of schools in one school section—for grading the schools in towns—and others of similar character. These were much required, and it is hoped will give general satisfaction.

The School Law now enacted should be of a somewhat permanent character, and if assessment be not introduced, it will lie over at least for the next four years. Our schools will continue to present an average attendance of 21 to 58 children in the district, or a total average attendance of only 30 per cent. exclusive of vacant districts, while in Free School countries—Massachusetts, for example—it amounts to 62 per cent. or more.

The question, then, before the Legislature in reference to a Normal School and Assessment is, “shall we have trained teachers to instruct our youth, and shall 10,000 or 15,000 additional children be added to our schools?” Who will bear the guilt of shutting out those children for four years; or who will have the credit of admitting them?—A few days must show.

[The above article contains the substance of explanations of the new School Bill, given by the Superintendent to the Committee on Education.]

School Libraries.

These have now been forwarded, with the exception of two parcels (those for Inverness and Richmond). Receipts specifying the number of volumes, have been received from 16 Commissioners' districts; and the clerks of the districts which have not forwarded receipts, are requested to do so, so soon as the cases received are opened and the contents counted.

The Rules for the distribution of the Libraries, are now re-published for the information of teachers and others. It is hoped that under these rules, each school in most of the districts, may obtain the use of a portion of the books.

RULES FOR SCHOOL LIBRARIES.

1. The Clerk of the Commissioners to be Librarian, and, if necessary, to be furnished by the Commissioners with a box to contain the Books, and a blank book to record their names, numbers, and distribution.

2. The Clerk shall, under direction of the Commissioners, divide the books into parcels, in such a manner as to allow as many of the schools as possible to have the immediate use of a portion of them. He

shall also number the books and mark in each its estimated value.

3. At the next semi-annual distribution of school monies, each Board of Trustees shall receive from the Clerk the portion of books allotted to their school; and the Clerk shall insert their numbers, and the number of the School District to which they are allotted, in his register.

4. Trustees receiving books shall deliver them to the Teacher, who shall act as District Librarian during the term of his teaching in the District, and shall at the expiration of such term, or when the books are required to be returned to the Clerk, return them to the Trustees, taking their receipt or that of one of them for the same.

5. In the half yearly return of each school the number and condition of the books in custody of the Teacher shall be stated; and in event of the Teacher's term of engagement having expired, the return shall be accompanied by the Trustees' receipt, for the return of the books to them.

6. Teachers receiving books shall lend them to such persons residing within their respective School Districts as are hereinafter mentioned, under the following rules:

(1.) No person or family to receive more than one book at one time

(2.) No person or family to retain a book longer than two weeks.

(3.) Persons retaining books for a longer period, to pay 1d. for every day beyond that time to the teacher, who shall expend such fines in such manner as he may think proper for the benefit of the school.

(4.) The Teacher shall mark in his School Register the names of persons receiving books, with the number and date.

(5.) Persons injuring or refusing to return books shall pay their value or compensation for the damage, to the Trustees; and the Trustees shall pay the monies so collected by them to the Clerk on returning their supply of books. (The Trustees may if necessary prosecute such parties in the same manner as in any other case relating to the school.)

(6.) Pupils deemed by the Teacher to be of sufficient age, parents of pupils, and persons assessed for or contributing to the support of the school, may have the use of books freely. Other persons may borrow books under the above regulations, on paying the Teacher 3d. per week in advance. Money so received to be expended in the same manner as fines.

7. The Trustees shall return the books received by them to the Clerk, on the first or second semi-annual meeting of Commissioners for distribution of public money after their receipt, for the purpose of exchanging them for a new parcel of books.

8. In the event of any book or books being lost or injured, and their value not being returned by the Trustees, the Clerk shall withhold any farther supply of books to such school, and shall notify the Commissioners of the same at their next meeting, when they may, unless a good excuse be offered, continue such deprivation for a period not exceeding one year.

9. Sums collected by the Clerk for lost or injured books, shall be expended, under the direction of the Commissioners, in replacing such books, or adding to the library by the purchase of other useful works.

10. In large or scattered Districts, the Commissioners may, if it appear advisable, divide the books at their disposal into

separate libraries, and appoint some of their own number to be librarians for the School Districts in their vicinity.

11. The Clerk and Commissioners who may act as librarians, shall make an annual statement to the Board of the number of books in the library, the number in the hands of Teachers, and the number lost or missing. These statements, or an abstract of them, to be forwarded to the Government with the Commissioners' Report.

Normal School of Connecticut.

The State Normal School of Connecticut is one of the most recently established in America, and was organized under the able auspices of the Hon. H. Barnard, at present probably the best authority on such subjects in America. To personal intercourse with this gentleman and his able coadjutor, the veteran T. H. Gallaudet (since deceased) the present Superintendent of Education in Nova Scotia is indebted for much of the information which he has been endeavouring to bring to bear on the Schools of this Province. Some information respecting the arrangements of this school may therefore be interesting, in the prospect of the speedy establishment of a similar institution in this Province.

The School was founded in 1849, and funds were provided for its support by means of a bonus of \$11,000 paid by two banks for their charters. A Committee was appointed to select a site and receive the offers of towns desirous of having the school located in them, and in 1850 the School was placed permanently in the Village of New Britain, "on account of its central position, and also in consideration of the liberal offer on the part of its citizens to provide a suitable building, apparatus and library, to the value of \$16,000 for the use of the Normal School, and to place all the schools of the village under the management of its principal as schools of practice."

The course of instruction will embrace:—1. A thorough review of the studies pursued in the lowest grade of common schools. 2. An acquaintance with such studies as are embraced in the highest grade of common schools authorized by law, and which render the teaching of the elementary branches more thorough and interesting. 3. The art of teaching and its methods, including the history and progress of education, the philosophy of teaching and discipline, as drawn from the nature of the juvenile mind, and the application of those principles under the ordinary conditions of our common schools.

The members of the school will be arranged in three classes—Junior, Middle and Senior. All pupils, on being admitted to the school, will be ranked in the Junior Class, until their familiarity with the studies of the lowest grade of common schools has been satisfactorily tested. The Middle Class will embrace those who are pursuing the branches usually

taught in Public High Schools. The Senior Class will comprise those who are familiar with the studies of the Junior and Middle classes, or who are possessed of an amount of experience in active and successful teaching, which can be regarded as a practical equivalent. All the studies of the school will be conducted in reference to their being taught again in common schools.

Practice in the Art of Teaching and Governing Schools—The several schools of the First School District, comprising the Village of New Britain, are placed by a vote of the District, under the instruction and discipline of the Associate Principal, as Model Schools and Schools of Practice, for the Normal School. These schools embrace about four hundred children, and are classified into three Primary, one Intermediate, and one High School. The course of instruction embraces all the studies pursued in any grade of common schools in Connecticut. The instruction of these schools will be given by pupils of the Normal School, under the constant oversight of the Associate Principal and Professors.

Normal pupils must board and lodge in such families, and under such regulations as are approved by the Associate Principal.

The discipline of the Institution is committed to the Associate Principal, who is authorized to secure the highest point of order and behaviour by all suitable means, even to a temporary suspension of a pupil from the Schools. The age of the pupils, the objects which bring them to a Normal School, and the spirit of the Institution itself, will, it is believed, dispense with the necessity of a code of rules. The members are expected to exemplify in their own conduct, the order, punctuality and neatness of good scholars, and exhibit in all their relations, Christian courtesy, kindness and fidelity.

Phonotypy.

Phonetic spelling, by means of the alphabet contrived by Pitman and others, to express all the sounds of our language in an invariable manner, is now attracting much attention, and bids fair ultimately to supersede all other methods of giving initiatory lessons in reading to children. It has been introduced into schools both in England and the United States; and the following is the substance of a report on its advantages, by a committee of the Legislature of Massachusetts, who examined classes of children "first in Phonotypy, or the printed Phonetic alphabet; next in the usual or roman print, and lastly in Phonography or the written shorthand."

1. That it will enable the pupil to learn to read *phonetically*, in one tenth of the time ordinarily employed.

2. That it will enable the learner to read the *common type* in one fourth of the time necessary according to the usual mode of instruction.

3. That the truth and accuracy of the system will induce millions to teach themselves to read who are now ignorant.

4. That its acquisition leads the pupil to a correct pronunciation of every word.

5. That its certainty teaches a distinct enunciation, which will not be lost when the pupil comes to read from the Roman text.

6. That its adoption, merely as a means of learning to read our common print, will tend to banish provincialisms.

7. That, by directing attention to the different methods of representing sound, the pupils will, in the end, become better orthographers than by the present method.

8. That it will have a tendency to make many derivations, which have now been almost lost, familiar to the eye.

9. That it will be of vast benefit in enabling an individual rapidly to preserve his own thoughts and those of others.

10. That to any one familiar with the system, it will furnish a means of representing the pronunciation of foreign languages with precision.

11. That it will present to the Missionary a superior alphabet for the representation of hitherto unwritten languages.

12. That our own language may, by means of it, be subjected to a few simple rules of accent; a thing which has hitherto been almost unattainable.

The Committee, therefore, deem the subject of sufficient importance to be worthy the attention of school committees, and of those who have charge of common school instruction.

Black Boards for Schools.

The New York District School Journal gives the following instructions relative to the preparation and use of the plaster black wall, which in every school should take the place of the inconvenient black board.

In the first place, the *scratch coat*, made with coarse sand, is spread upon the laths as usual, and the *brown coat* follows, being left a little rough under the "float." When the brown coat is perfectly dry, the *black coat* is laid on.

This is prepared of mason's "putty," and ground plaster and beach sand, mixed in the usual proportions for hard finish. The coloring matter is lampblack, wet with alcohol or whiskey, forming a mixture of the consistency of paste. This is mixed with the other ingredients just as they are about to be spread upon the wall. The quantity of coloring to be used must be sufficient to make a black surface; the sufficiency being determined by experiment, no rule can be given.*

An intelligent mason can very soon try experiments so as to insure success. It is to be remembered that the black surface requires much more *working* with the smoothing trowel, than ordinary white finish. It should be finished by being softly smoothed with a wet brush. When perfectly dry, it is nearly as hard as slate, and almost as durable, if carefully used. Great care should be taken not to put in too much lampblack. The advantages of this kind of black surface over the ordinary black board, are. 1. The chalk easily takes effect upon it. 2. The chalk is much more easily wiped off. 3. There is but little noise made in writing upon it. 4. There is no reflection of light upon it.

* Mr. Peter Le Page, Albany, has furnished the following recipe for black wall:

For 10 square yards of black finish, take 1 1-4 pecks of Mason's Putty; 1 1-2 pecks of Beach Sand; 1 1-2 pecks Ground Plaster; 1 1-4 pounds of Lampblack, wet up with 1 1-2 gallons of Whiskey.

5 It is cheaper, it costs but a trifle more than ordinary *hard finish*.

Additional Suggestions.—In building a new school house it would be well to have a belt of this black surface pass entirely around the room at the proper height. In a common school, when small children are to use it, its lower edge should be about two feet from the floor, extending thence upward from 3 to 3½ feet. At the lower edge there should be a “chalk trough” extending the whole length, made by nailing a thin strip of board to the plank which bounds the black board, leaving a trough two inches in width and depth, in which to place the chalk, brushes, pointers, &c.—this would also catch the dust which is wiped from the board. The upper edge should be bounded by a simple moulding.

The Brushes.—the best thing for removing the chalk from the board is a brush, made of the size of a shoe brush, with a wooden handle on the back side, the face being covered with a sheep skin with the wool on. This removes the chalk at a single sweep, without wearing the surface, and without soiling the hand of the operator. This is a great improvement over a dust cloth or a sponge.

In all cases let the board be kept dry; never allow a pupil to wet the wiper when removing the chalk.

Renovation.—By long use, especially if the surface is ever cleaned with a wet wiper, this kind of black-board becomes too smooth and glossy on the surface; the chalk passes over it without taking effect, and the light is reflected by it. A very simple wash applied with a white brush, will immediately restore it; this wash is made by dissolving one part of glue to two parts of alum in water, so as to make a very thin solution. It is well to have this wash slightly colored with lampblack. Care must be taken that the wash do not have too much “body”

Scripture Stories.

It was a beautiful remark made by a bereaved mother in India—the wife of a German missionary—to one of the ladies of the American mission. In one week she was called to lay in the grave three lovely, intelligent children, between the ages of five and ten years, I think, who had loved the Bible and loved prayer. After going through the affecting details of their sickness and death, she added, “It is a great comfort for me to think they have not gone among strangers! for, said she, “I have made them acquainted with Abraham, Moses, Samuel, David, Paul, and all the Scripture saints” Her mind dwelt with pleasure on the delighted hours she had spent with them in this way, and now, though gone from her embraces, she felt a sweet assurance that they were mingling with the spirits of those “just men made perfect,” of whom they used to converse.

Value of Education.

At present, with all the time, and labor and expense bestowed upon it, the work is only half done; and the effects of our imperfect modes of instruction are to render youth far less competent to succeed in any pursuits in which they may engage, than if their education was conducted by intel-

ligent instructors, on a well-digested plan, and made as thorough and complete as it might be.

How often has the individual of native vigor of intellect and force of enterprise to lament, through a long life of unremitting effort, his many disappointments in the prosecution of his plans of business, arising altogether from the defects of his early education! And if this early education were properly conducted, what an accession it would yield to the resources of the community, in the superior ingenuity and skill of our artists; in the more accurate and systematic transactions of our merchants, in the profounder studies and more successful labors of our professional men; in the wider experience and deeper sagacity of our statesmen and politicians; in the higher attainments and loftier productions of our sons of literature and science; and, permit me to add, in the nobler patriotism, the purer morals, and the more ardent piety of the whole mass of our citizens.

I know it is no easy task to convince some minds that all these advantages yield just so many dollars and cents to the private purse, or to the public treasury. But my appeal is to those who take a more comprehensive view of what constitutes the real wealth of any community, and who estimate objects not by what they will to-day fetch in the market, if exposed to sale, but by their effects upon the permanent well being and prosperity of the state.

—Gallaudet.

Time saved by Good Schools,

Suppose, for the sake of argument, though I believe it falls short of the truth, that eight years of pretty constant attendance at school, counting from the time that a child begins to learn his letters, is necessary to give him what is called a good English Education. I do not fear to hazard the assertion, that under an approved system of education, with suitable books prepared for the purpose, and conducted by more intelligent and experienced instructors, as much would be acquired in five years, by our children and youth, as is now acquired in eight —Gallaudet.

Instruction in Agriculture in Prussia.

In the kingdom of Prussia there are five agricultural Colleges, and a sixth is about to be opened; in these are taught by both theory and practice, the highest branches of science connected with the culture and improvement of the soil: of Agricultural Schools of a more elementary order there are ten; there are also seven schools devoted to the culture of flax; two especially devoted to instruction in the management of meadow lands; one for instruction in

the management of sheep; and there are also forty-five model farms intended or serve in introducing better modes of agriculture; in all seventy-one public establishments for agricultural education, not to mention others of a kindred nature, or those private schools where the art and science of good farming are taught.

Agricultural Education in Canada.

The only mode which has hitherto been adopted and which indeed seems capable of meeting the case, is by appealing to farmers through the teachers of Common Schools. The Board of Education for Upper Canada has adopted this method of diffusing elementary Agricultural Instruction through the country. His Excellency has been further pleased to distinguish in a manner eagerly to be sought after, those individuals, who, in the Normal School, exhibit an endeavor to qualify themselves for communicating the elementary principles of Husbandry in their capacity of School Teachers. The Board of Education has determined that the period of attendance at the Normal School shall be increased from five to nine months. It may be reasonably expected with this additional advantage, many will be able at the expiration of the session, to communicate the principles of Husbandry not only in the School house, but by means of lectures in their own immediate neighborhoods. If the Teachers-in-training at the Normal School could have the advantage of witnessing a course of experiments during a period of nine months, upon a Model Farm, under the control of a Board of Agriculture, much good could not fail to result, and a most influential means of disseminating experimental, theoretical, and practical knowledge at once attained.

—Journal of Education U. C.

Practical Power of Knowledge.

The globe, with all its dynamical energies, its mineral treasures, its vegetative powers, its fecundities of life, is only a grand and divinely wrought machine put into his hands; and, on the condition of knowledge, he may wield it and use it, as an artisan uses his tool. Knowledge inaugurates us into the office of superintendent and director of the elements, and all their energies. By means of knowledge they may all be made ministering servants for our profit or our pleasure. Such is the true philosophic relation in which we stand to this earth, to the perfect system of laws which govern it, and to the mighty and exhaustless energies with which its frame, and every organ of its frame is filled. It is our automaton. Gravitation, repulsion, caloric, magnetism, air, water, fire, light, lightning,—through knowledge we can play them all, as Maelzel plays his

chessmen!—*Horace Mann's Thoughts for Young Men.*

Good Advice to Young Teachers.

We welcome to our pages the following letter from a fair correspondent:—My Dear Friend: I am sorry to learn that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man has done man can do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them interested in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things you must be in your school-room in season, yes, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have an interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures and shells, and if you have none disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—Only make them feel a wish to be in the school room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do really care* whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you, make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school,

and with much care and labour on your part, you can secure a good average attendance.

You say you have no conveniences. This is certainly a great hindrance to the progress of your pupils, but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; that will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands, and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behaviour of your pupils. You complain of listlessness and indulgence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do all the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you choose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will encourage, and not discourage.

Say, for instance, to a pupil that you see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.—*Miss. Teacher.*

Schools in New Brunswick.

There are two great institutions which in this Province engross the principal part of our overgrown Revenues—the roads and schools; and while it is notorious that the outlay on the former has succeeded to admiration, inasmuch as our roads can favourably compare with any in the Provinces, it is equally true that the expenditure in the latter case is almost a failure. The intelligent reader will, nay must agree with us in this particular. Here are whole parishes which owing to the unpardonable apathy and ignorance of the people, have scarcely a school within their

bounds; while there are others which manage to keep up just enough of appearance to enable them to claim the public money. A compulsory system of education can alone drive a large number of people into the pathways of light and knowledge. Quite unconscious of the heavy taxes which they now pay towards education, they are little interested in its results, and nothing will ever awaken them to a knowledge of its importance, until a direct claim is made upon them for its support. It is true that such a tax as we have alluded to would fall heaviest where we think it should fall—upon the wealthy; but we think that even they would be gainers by its operation. It would be much better to elevate the character of the poor by giving them a good religious, moral, and practical education, than to support them afterwards as vagrants, paupers, and down-drafts upon society, in our almshouses and jails.—*Frederickton Reporter.*

Location of the Normal School.

In their report now before the Legislature, the Trustees of Pictou Academy have offered to give all the facilities and accommodation in their power, to a Normal School, if established in the vicinity of that institution. It is to be hoped that similar offers will be made by other localities.

Children under seven years of age should not be confined over six or seven hours in the house, and that should be broken by frequent recesses.

Children and young people must be made to hold their heads up and their shoulders back while sitting or walking.

We have to record with sincere regret, the decease, on Monday, 22nd inst. of His Excellency SIR JOHN HARVEY, Lieut. Governor of this Province. In Sir John's long and useful career as a Colonial Governor, one of the most marked and honorable features, was the deep interest which he ever manifested in all that tended to promote the secular and religious education of the young.

Abstract of Return of Schools in Cape Breton and Victoria—Received too late for insertion in the Statistical Tables attached to the School Report

[Half year ending Nov. 1, 1851.]

Number of Schools,	69
Support from people,	£757 4 8
Support from Province,	463 15 7½
Amount from people for £1 from Province,	1 12 8½
No. of paid pupils,	2141
No. of free pupils,	267
Total,	2408
No. of persons between 4 and 14,	3110
Districts not reporting No. from 4 to 15,	13
No. of Male Teachers,	61
No. of Female Teachers,	12
Average salary per Teacher,	
from people, £10 19 2½	
from Province, 6 14 5	
Total salary for ½ year,	£17 13 7½