

SIXTH.

The report states that as to the subject of text-books and apparatus "there exists no small diversity." It recommends, in order to uniformity in this respect, that the Irish national series be generally adopted, because, "of its being the series used by all denominations of Christians in Ireland and in Upper Canada, and its extreme cheapness." The legislature makes an annual appropriation of £600 for the purpose of purchasing school-books for the poorer districts.

SEVENTH.

The £500 granted by the legislature for the purpose of purchasing school libraries, has not been expended for the last two years, in consequence of the diversity of opinion among the people as to the adaptation of the books previously introduced for this purpose, and the partial manner in which they have been distributed. The report recommends the adoption of some plan by the government before making further appropriations of this nature.

Sections EIGHTH and NINTH of the report refers to the higher institutions of education, to which we may hereafter refer.

TENTH.

The Normal and Model Schools appear to be in a healthy condition,—preparing a large number of the youth of Nova Scotia for the important profession of teaching. The report says:—"All who obtain diplomas at the normal school will make vastly better teachers than they would if they had never attended the institution. This is all that is practicable—it is all we aspire to. And I believe that, generally speaking, the normal-trained teachers throughout the province will stand the test."

The attendance of students at the normal school, since its establishment in 1855, ranges from 40 to 64. Of this number the males vary from 18 to 34, and the females from 34 to 41. The average of pupils at this school amounts to 161 per annum,—each county furnishing as follows:—Halifax, 20; Lunenburg, 9; Queens, none; Shelburne, 2; Yarmouth, 6; Digby, none; Annapolis, 6; Kings, 15; Hants, 12; Colches-

ter, in which the schools are situated, sends 109; Cumberland, 4; Pictou, 22; Sydney, 8; Guysborough, 14; Inverness, 16; Victoria, 7; Cape Breton, 10; Richmond, 1. The religious persuasion of the students at the normal school,—taking the average for the three years, are, Episcopalians, 4; Presbyterians, 34, nearly; Baptists, 8; Methodists, 6. The religious persuasions of the teachers of the normal and model schools are:—Episcopalians, 3; Presbyterians, 3; Baptist, 1; Methodist, 1.

The normal and model schools of Nova Scotia, like those of other countries, have two great difficulties to contend with namely,—their local, and apparently sectarian character:—all institutions of the kind, where there are only one for a province, have to be made stationary in some central part of the country,—hence the principal part of the school attendance belongs to the locality in which the schools are situate, and to a great extent destroys the provincial character of the institution; and also, the great number of sectarian institutions that are springing up throughout the country all tend to limit the provincial attendance at these schools; and we have become so accustomed to sectarian institutions of education, that if the head teacher, even of a normal school, should be an Episcopalian, Presbyterian, etc., he is set down as an exponent of sectarianism in his schools; and these objections are urged on by political parties who make use of this circumstance to enable such party to maintain political power.

The school law of Nova Scotia differs from that of New Brunswick, inasmuch as the former does not provide for the classification of teachers, while the latter does. Hence, any teacher who may be desirous of advancing in the art, and making teaching a profession, has to attend the training school in New Brunswick.

The learned Principal, in his report, urges a similar arrangement and classification of teachers in Nova Scotia to that existing in New Brunswick. Such an alteration in the school law of Nova Scotia, along with an increased remuneration to teachers, will be the best means that can be adopted to secure a letter and more general attendance at the normal and model schools.