

"It shall be competent for the Police Magistrate of any city or town, &c., to investigate and decide upon any complaint made by the Trustees or any person authorized by them, against any parent or guardian for the violation of this Act, and to impose a fine not exceeding five dollars for the first wilful offence; and double that penalty for each subsequent offence; which fine and penalty shall be enforced as afterwards provided," that is by the usual processes ending with imprisonment, if necessary. In the printed regulations issued by the Council of Public Instruction, it is further stated, that one of the duties of the Public School Inspectors is to "see that the provisions in the Act in regard to the right of every child in the municipality under his jurisdiction to attend some school, are not allowed to remain a dead letter; but he should, when necessary, frequently call attention to the subject." Now, it is impossible to shut our eyes to the lamentable fact that many hundreds of children in our cities and towns are denied this right to which, in the interest of themselves and of society, the law declares they are entitled; and so far we have heard no single instance, the Province over, of any Trustee or Inspector invoking the assistance of this most beneficial enactment. Many parents will not send their children to the Public Schools from mistaken notions of the influence exerted by the pupils in attendance there; and these children either go to a private school, or in too many cases receive no systematic education. But by far the greater number of children not at school are the children of parents, who either through cupidity, or poverty, or crime, or neglect, make them work in factories, or in different other ways, or allow them to infest the streets and go to ruin as quickly as they can. Parents who keep their children from school for the purpose of securing their little earnings, and who are not too poor to send them to school, can and ought to be reached by the above mentioned provisions of the new law. That very many children between the ages of seven and twelve are so deprived of school training in this enlightened country we cannot think, still there are some, and the proper authorities should take hold of the matter and discharge their responsibility to society in the premises. But what is to be done for those miserable wretches, the children of neglect, and crime, and extreme poverty, that so numerous prowl about the byways and lanes of our cities, shocking the passer-by with their ragged clothes, and unwashed faces, and still more by the blasphemy of their language and the utter depravity of their lives? For these the Legislature has humanely provided that, "the Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and make all needful regulations, and employ the means requisite to secure the attendance of such children, and for the support, and management, and discipline of such school or schools." Now there is no machinery of the school system more imperatively required than this. The benefit to the community of such Industrial Schools would be of incalculably greater importance than the money it would cost to support them, and we are of the opinion that it might even be found cheaper to clothe and educate these street Arabs than afterwards to punish and corrupt them in our prisons. It will be quite impossible to carry out the intentions of our legislature with regard to universal education, unless these Industrial Schools are every where put in operation. The next generation ought not to have one sound member thereof unable to read, write, and calculate.

It is melancholy to see so many children growing up utterly neglected in body and mind, allowed rapidly to sink into utter degradation and brutishness, who might have been made useful members of society, and a blessing instead of a curse to themselves. The good that is done for a few of our destitute little ones by some institutions conducted by private charity, is only a specimen of what might be done on a larger scale, if our Boards of Trustees generally could rise to the level of their opportunities and responsibilities. Hearing so much praise of our school system from abroad, we are apt to think it almost perfect; but in the matter of compulsory education, we are far behind the people of London, England. There the School Officer, attended by policemen, may be seen nightly on his rounds, with the merciful object of capturing some of the wretched outcasts that sleep all night under bridges and steps, and taking them, though much against their wills, to the Industrial Schools, where they are clothed, warmed, and fed, and let us hope, in time brought to their right minds.—*Hamilton Spectator*.

10. NOVA SCOTIA.

The people of Truro, Nova Scotia, have voted a sum of money to provide separate school accommodation for the coloured population of the town. The same town has offered to give \$5,000 for new Normal and Model school buildings, provided the Government furnish the balance required for such buildings; to cost at

least twenty thousand dollars. Rev. Professor McKnight and Rev. John Currie, of Maitland, were inducted at Chalmers' church, Halifax, into the chairs of Theology and Hebrew in the Theological Hall of the Presbyterian Church of the Lower Provinces.

11. MANITOBA.

An Act establishing a system of education in Manitoba, has been passed by its Legislature. It provides that the Board of Education is to consist of not less than ten and not more than fourteen members, one-half of whom are to be Protestants, and the other half Roman Catholics. One of the members of each of those sections of the Board is to be Superintendent of Protestant and Roman Catholic schools respectively, and these superintendents are to be joint secretaries of the Board. Seven are to form a quorum. This board is from time to time to make such regulations as it may think fit for the organization of common schools; to select such books (except religious,) maps and globes as are to be used for scholastic purposes, and to alter and subdivide the school sections established. After the organization of the whole board, each section may meet at any time on the call of two members of the section, and shall have under its control the discipline of the schools put under its care, the licensing of teachers, and the prescribing of such books relating to religion or morals as are to be used in the various schools of the section. The money voted by the Legislature for school purposes, is first to pay the incidental expenses of the Board and sections, and the salaries of the superintendents, and then be divided equally between the two sections. There are twelve districts Protestant and as many Roman Catholic. There is to be no more than one school in each district, except by special sanction of the Section Board, and no school is to get from public funds more than three times what is raised by the people of the district; and none unless there be an average attendance of fifteen scholars; the money thus placed at the disposal of each section, to be distributed by the Educational Board. Poor schools may be established. Trustees are to be chosen at the yearly school meeting in February, but they have not the same powers as in Ontario. If a Protestant live in a Catholic district, or *vice versa*, he can send his children to the nearest school of his own section, and if he pay as much as he would have been bound to do if an inhabitant of the district, he is to be free from his own school rate. It is feared that this provides for introducing into the schools dogmatic religious teaching of one kind or another, and that where a Protestant is so situated that he cannot send his children to a Protestant school, he must either dispense with education altogether, though taxed for it, or have his family instructed in a Roman Catholic School; and the same thing when a Roman Catholic is in a Protestant section. The struggle over such an arrangement has commenced already in England from the working of the new Bill, and the attempt to introduce it into Ireland, has been strongly protested against by the Protestant Archbishop of Armagh, in his recent charge to his clergy, and is likely to cause additional confusion in that land of strife. Rev. Mr. Fletcher (formerly a Normal School Teacher in Ontario,) who has been collecting money in Ontario and Quebec, for an endowment fund for the Kildonan College, has returned, accompanied by Professor Bryce, who takes charge of the college. The other teachers are: Bev. J. Black, classical tutor, and Mr. J. H. Bell, business instructor.

II. American Educational Notes.

PENNSYLVANIA.—The last Annual Report of the State Superintendent gives the number of schools in the State as 14,212; of teachers, 17,612; of pupils, 828,891. Average salary of male teachers per month, \$40.66; of female teachers, \$32.39. Average cost of tuition of each pupil per month, 93c. Total cost of tuition for the year, \$3,745,415.81. Total cost for tuition, school buildings, &c., \$7,771,761.20. Estimated value of school property, \$15,837,183. There are five Normal Schools in operation, with 66 professors and teachers, and 2,675 students. The number of city or borough superintendents is 14,—the salaries varying from \$700 to \$2,500. Philadelphia has 2 High Schools, 55 Grammar Schools, 108 Secondary Schools, 182 Primary Schools, and 33 unclassified schools,—all taught by 80 male and 1,435 female teachers; the male, at salaries averaging \$135.98 per month; the female, at \$43.61. From the reports of the county superintendent, the obstacles to the success of the schools, are "short school terms, irregular attendance, poorly qualified teachers, indisposition to grade teachers' salaries according to qualifications, want of local supervision, neglect of duties on the part of directors, and want of interest in education on the part of the people."