

exemption, and these represented no less than 2,650,000 of population. Then children might, at any time after passing eleven years of age, pass a standard of total exemption, and bid good-bye to school for ever. This standard varied from the third to the seventh. There were seven parishes in England where the standard of total exemption was only the third standard; there were 9,303 parishes and 60 boroughs in which it was the fourth. Indeed, it was a credit to the parents of this country that so many of them kept their children at school, with all these temptations to take them away. When they got to the age of thirteen, these local by-laws ceased to operate, and the child could escape from school by obtaining what was called "the dunce's certificate," showing that for five years he had made 250 out of 420 attendances in each year, continuing both mornings and afternoons; or the child could still be employed in a factory or workshop until he or she obtained the local exemption certificate which was established by local by-laws, or until standard four was passed. The effect of all this was, if we counted the children at school in their ninth year, we should find 600,000; at ten and eleven years there was about the same numbers; but after the eleventh year a serious leakage began. That was the effect of our law of exemption. It was not to the interests of the workers of this country as a class that this child labor should go on. (Cheers.) Facilities for child labor lowered the wages of adults, and premature taking away of children from school increased the number of unskilled workers, who were so difficult a problem at present to deal with, and whose existence was so injurious to the class of workers at large. There was another injury which this system inflicted on the workers of the country. It rendered very hopeless all attempts at social reform. No government and no parliament could withstand anything like a unanimous demand for improvement in the direction he had indicated. Unless we intended the English people to become the hewers of wood and the drawers of water for the world, we must make them as well prepared for the work they had to do, as were foreign workmen. (Cheers.)

(From the last Education Report.)

THE INDUSTRIAL SCIENCES IN THE COMMON SCHOOL.

I.—IN NOVA SCOTIA.

On page 45 (appendix A.), will be found a short report of the Provincial Normal School for the year, and on page 53, of the Provincial School of Agriculture. I have already referred to the increasing effectiveness of their work. As I devoted considerable space to these institutions in my previous report, and endeavored to concentrate attention on the advantages of developing the industrial sentiment in the common school, which, while stimulating industrial development and enterprise, would also lay the best kind of foundation for the higher education of the future professional individuals, I shall now merely call attention to what they think and say in England.

In my last report I called attention to the Manual Training in wood-work, in chemistry and physics, as well as drawing, etc., in the Normal School. I pointed out that the School of Agriculture was utilized also in giving practical science training to every teacher attending the Normal School. Botany and elementary zoology are practically taught as well as chemistry, and some of its applications. There are lessons on the farm, on the orchard, on the garden (small fruits). Butter is made,