

one, according to requirements, each with a few acres of land. Each cottage should be large enough to accommodate about 25 pupils. There should be a neat schoolroom having a department for manual training. There should be a well kept garden, and the whole establishment should be entirely home-like, with no high fences, or other jail-like appurtenances. The cottage should be in charge of a male teacher, his wife, and one male assistant, and perhaps one or two servants. And here arises the chief difficulty, that of obtaining a suitable teacher. He should thoroughly understand human nature, should be apt to teach, should be gentle and strong, and should be familiar with many forms of manual labor, and his wife should be like-minded. Such teachers can be found, for we have them in the Halifax schools.

In this parental home the utmost regularity would prevail, and good habits would soon be formed. So far as the number of pupils would admit of it, they should be grouped in the different cottages according to age and moral conditions. All housework would be done by the pupils under competent direction. Three hours each day would be spent in school instruction. A few hours each day would be devoted to manual training and to gardening, and a few hours to play.

The cost of such an establishment would not be great, and would be borne in part by the parents according to their ability to pay; in part by the municipality to which the pupils belonged; and in part by the Provincial Government.

It may be said, why not let this work be done by the churches and by charitable organizations? For the very simple reason that they are unable to do it. For centuries they grappled with the subject of general education, and did magnificent work, yet half the people were illiterate. The state, in every civilized country had to step in and aid them. The churches and various societies have been doing a great work in Halifax, and yet there are dozens of vagrants in the streets, and others, not yet criminals, are being made to associate with criminals. The churches have neither the money nor the legal status to enable them to cope fully with this crying evil. Experience everywhere shows that the work will not be done unless the state does it.

Prevention is better than cure,—nobler, and a hundred times more economical. Let us urge upon the government the necessity for such schools as I have described above, and aid it in their establishment. We may pattern after many successful experiments in England, the United States, and our own country; and can scarcely make a mistake.

This subject was introduced to the Teachers' Association, and advocated in a very able and thoughtful paper by Principal Miller, and it was decided that Inspectors of Schools should be asked to collect information as a basis for the consideration of the government.

As corroborating what has been said above, my attention has been called to the fact that in England, between 1870 and 1893, juvenile crime has decreased nearly 70 per cent., and this in spite of the fact that acts are now classed as crimes that were formerly overlooked. This wonderful improvement is attributed partly to social conditions, but chiefly to the S. P. C. C., the truancy laws, and the moral and religious training in the schools. To quote from the *Independent* :

" Education has had its share in this good work; the school laws punish truancy by sending the offenders to truant schools, where the little runaways, washed and clothed,