

the views presented in this report, your committee respectfully submit the following resolutions :

1. *Resolved*, That it is the duty of the State to provide for the free education of all the children within her borders, by the establishment of a system of free schools, from the primary school to the university.
2. *Resolved*, That a judicious law should be enacted and enforced for the prevention of truancy and irregularity of attendance upon the schools, and that parents should not be permitted, unless for the most cogent reasons, to withdraw their children from school.
3. *Resolved*, That this association recommends the incorporation of academical institutions with the common schools, as the free high school departments of the same.
4. *Resolved*, That the number of school hours for younger children in our schools should be lessened, and that we recommend frequent recesses, and the most ample provision for healthful recreation.
5. *Resolved*, That we heartily commend the action of the legislature for the establishment of more normal schools, and that we believe that a part of the public funds, especially the \$55,000 now annually appropriated for libraries, might be judiciously expended for the support of teachers' institutes and the encouragement of associations.
6. *Resolved*, That the salaries of the school commissioners should be largely increased, and that the entire time of those officers be devoted to the specific duties of their office.
7. *Resolved*, That the practice of paying our teachers, especially our female teachers so meagrely, is due in great degree to the usurpation of the post of instructor by so many young persons of insufficient qualification who underbid those of culture and experience, and that we urge upon examining officers the creation of a higher standard in the examinations, and a more rigid enforcement of its demands.
8. *Resolved*, That we approve of the establishment of a National Bureau of Education, and that a committee of three be appointed to prepare a suitable memorial addressed to the senators and representatives of this State in the National Congress, urging their support of the measure.
9. *Resolved*, That we recommend teachers to use their influence to promote conventions of school officers and parents, in behalf of public instruction.
10. *Resolved*, That we deprecate the growing tendency of the times towards special education, to the neglect of regular and systematic training in all the branches of a liberal culture.

2. PUBLIC INSTRUCTION IN NOVA SCOTIA.

The following details, reproduced in a condensed form from the report of the Superintendent of Education for Nova Scotia, which we have just received, will be found to contain valuable information, especially as regards the public schools and progress of education in that Province.

According to the above report the number of the inhabitants of Nova Scotia is about 400,000, of whom the majority are of British origin, and the number of the different religious denominations not less than twenty-two, the R. Catholics numbering 87,000, the Presbyterians 70,000, and the Episcopalians 48,000. There are about 850 churches, making an average of one for every 400 inhabitants. The principal educational institutions are, the colleges of St. Francis Xavier, Antigonish; St. Mary's, Halifax, under the direction of Roman Catholic priests and receiving each an annual grant of \$1,200 from the government; the Presbyterian Theological Hall; Dalhousie, at Halifax; King's College, Windsor; Acadia, Wolf-town; Mount Allison, Sackville; ten town and four county academies, one normal school, and a provincial institution called Model School, with a farm attached for practical instruction in agriculture. The country is divided into thirty-four districts, which are subdivided into 1,421 sections, for school purposes. The number of schools in operation last year, was 763 during winter, and 989 during summer.

Number of male teachers employed :—

	1st term.	2nd term.
1st class	126	157
2nd "	145	167
3rd "	194	160
Belonging to no class in particular	62	28

Number of female teachers employed :—

	1st term.	2nd term.
1st class	70	119
2nd "	85	169
3rd "	86	179
Not classified.....	33	54

The number of pupils who attended school during the last term of 1865, was 43,771.

The school organization and the duties performed by the several school functionaries are the same as in Canada, with this difference however, that the district commissioners have the right to grant teachers' diplomas as our Boards of Examiners.

The annual grant accorded by the government is \$90,000, and the contributions, voluntary or otherwise, amount to three times that sum; this grant is divided among the thirty-four districts according to the population of each, and the school commissioners distribute it among the teachers on the same principle.

Mr. Rand, the Superintendent, considers the system of distributing the funds in proportion to the population as very defective, and has applied to the Executive to have it changed, and to substitute an equal division among all the teachers according to the class to which they belong, giving first class male teachers \$120, second class \$90, third class \$60; female teachers, first class \$90, second class \$60, third class \$45. The assistant teachers, whether male or female, to receive a part of the grant according to their capacity and length of service.

Taking the number of sections into consideration it is rather surprising that there are only 989 schools in operation, but Mr. Rand attributes this disproportion to the recent changes in the educational system which have overturned the old routine countenanced by a part of the population, and established a new system, thus causing hesitation and delay in the execution of the law. Besides this, many of the sections not having any schools in operation, were employed in erecting and repairing their school-houses. The last Act passed by the legislature to regulate the system of education has caused a great step to be made towards the advancement of the country. The Superintendent takes an active part in this work, suggesting new ideas and striving to surmount difficulties; the energy displayed by him in resisting prejudices seems highly commendable.

The Superintendent's report purports to contain a correct statement of the condition of education in the colony, and gives an interesting view of his system of school organization, which may be considered as a protest against the abuses and prejudices favored by a certain class of people, and the vague aspirations after ideal perfection indulged in by others.

While a portion of the people opposed the introduction of compulsory taxation altogether, others would have the schools supported entirely from the public revenue, and demand that a general system of taxation be adopted for this purpose. Mr. Rand rejects the views entertained by these parties and ably maintains that they are either inconsistent with the educational requirements of the country or wholly impracticable.

A glance at the history of the colony shows that education had at a comparatively recent period, made as yet but slow progress. Eighty years ago not a single school existed in the populous county of Pictou, whereas the number reported for the year 1865, is 120. In 1787, only thirty schools could be found in the whole province and Cape Breton. The annual grant accorded by the government about thirty years since, was \$16,000, and at that period children in most cases were taught at home by their parents, there being but few persons found willing to enter upon the duties of school-master, and these not unfrequently incompetent. This is in striking contrast with the present condition of the schools. The grant now is \$90,000. The two provincial establishments known as the Normal School and Model School, founded in 1855 and 1857, have provided the most distant districts with teachers of first class merit and capacity. Nowhere are the educator's services more properly appreciated. Some teachers receive \$600 a year, and none less than \$180, a liberality which must contribute materially to their encouragement and success.

The educational institutions of Nova Scotia have sent out but few literary men as yet, and the books published in England and the United States supersede in a measure native productions; nevertheless, the writings and works of Sam Slick (Judge Haliburton), John Young, Professor Dawson, the able Principal of McGill University and McGill Normal School, Professor Syll, Rev. George Paterson, and of several others, would not be unworthy of a place in an English or American library.—*Lower Canada Journal of Education.*

3. REFORMATORY SCHOOLS IN ENGLAND.

A statute was passed on the day of the Prorogation to consolidate and amend the Acts relating to reformatory schools in Great Britain. In this Act there are 38 sections and a schedule containing several forms to be used. The Secretary of State is empowered, on the application of the managers of a reformatory school for the better training of youthful offenders, to direct one of the inspectors of prisons to examine into the condition and regulation of the school, and to report to him thereon, and if satisfied with such report the Secretary of State may certify that such school is fitted for the reception of youthful offenders. The school is to be inspec-