

unceasing co-operation of all the forces evoked by the school system. In pursuance of the quality of instruction, a uniform series of text books of a superior character is now in universal use in the schools of this Province. This is a very important factor in securing the quality of instruction desired. The salaries of teachers have risen to a fairly remunerative amount under the operation of the mode of support provided by the law, until, on the average, the teachers of New Brunswick are now better paid than are those of any other Province of the Dominion. There is a special reason why this should be so, which will appear as I proceed; but the fact indicates the presence in our system of another important factor, without which it must be impossible to secure and retain in the public service teachers having the qualifications and abilities required to guarantee the quality of the instruction, no matter how perfect may be the texts ordained. The Normal School has been a matter of solicitude to the Department from the day on which the law came into force, and though every practicable facility has been afforded to it, the extent and character of its accommodations hitherto have not been what were demanded to ensure a sufficient and suitable supply of teachers, if the quality of our school instruction was to be of that genuine and progressive character contemplated by that enactment. And yet it has done noble work all this time for the province, under the laborious principalship of Mr. Crocket, and the labors of his associates in the Normal and Model departments. During the five years ended October 31st last (I cannot yet command the facts respecting those licensed April 30th last), of the number of students in attendance in the stone barracks yonder, 450 received from the Board of Education licenses valid throughout New Brunswick. Of these, ten, for various reasons, have not yet given the Province the benefit of their services in the schools. Of the remainder (440), twenty per cent. hold licenses of the first class; fifty-one per cent. of the second class; and twenty-nine per cent. of the third class. Thirty-five per cent. of the whole number are young men, and sixty-five per cent. young women. Of the possible time these teachers could have taught subsequent to their attendance at the Normal School, these 154 young men were actually employed in the schools 83 per cent., and these 286 young women 86 per cent. When it is borne in mind that in this statement no allowance is made for the loss of time in securing appointments to schools, or from sickness, nor for the fact that some of our very best young ladies will get married, the record shows that the Province is receiving a splendid return for all the means expended upon the Normal School, and that this great factor, upon which we must rely so largely in elevating the quality of the instruction given in the schools, has already played a very important part in this work. With our improved accommodation, this school will be able more completely to respond to the needs of the country. The place occupied by the Normal School in our school system has no counterpart in any school system yet existing in any other Province or State on this continent, unless it be in that of Prince Edward Island. It is not, like the Normal Schools of Nova Scotia, Ontario, and the American States, an adjunct of the system; but is central and vital to it. It is not the head, but in respect of agency by which the quality of school instruction is to be guaranteed even to the extremities of the Province, it is the heart of the system. Until one undergoes satisfactorily a preparatory training in this school, or in another of kindred character in some other country, he is ineligible for examination for admission into the profession of teaching in New Brunswick. It is obvious, therefore, that hereafter, what with first and second and third term students teachers, we shall require to have about two hundred in regular preparation year in and year out, in order fully to meet the necessities of our schools, and to give a desirable range of selection to the various boards of trustees."

The Provincial Board of Education has issued a series of regulations for the conduct of Teachers' Institutes in the various inspection districts, and also of a Provincial Institute. According to the regulations, any ten teachers in a district may, by a written request to the inspector, secure the organization of a local institute, to the membership of which all regularly licensed resident teachers are eligible on payment of a fee not greater than one dollar. The officers are to be elected annually, and to a committee of management chosen by the members is entrusted the task of drawing up a programme. The institute meets once a year, and each teacher in the district is authorized, on giving due notice to trustees and pupils, to absent himself from school during the days on which it is held, while no abatement is made in the amount of the grant to either the school or the teacher in those cases where

the schools are kept vacant for this cause. The Chief Superintendent of the Province is *ex-officio* President of the Provincial Institute, which also meets once a year. The proceedings at both classes of meetings are apparently to be conducted with a view to making the members better acquainted with methods of teaching and modes of School organization and management.

NOVA SCOTIA.

The corner stone of a new Normal School building was laid with Masonic ceremonies, at Truro, on the 7th of July. The proceedings were of a highly interesting character, and were listened to by a large concourse of people. Speeches were made by Lieut.-Gov. Archibald, Chief Justice Young, Vice-Admiral Sir A. Cooper Key, Sir Robert Laffon, Governor of Bermuda, the Provincial Secretary, the Chancellor of the University of Halifax, the Provincial Superintendent of Public Instruction, and J. B. Caulkin, M.A., the Principal of the Normal School. Want of space forbids us from doing more than give the following extract from the Lieutenant-Governor's speech, which is of special interest as containing an historical sketch of the Nova Scotia School system. Referring to that system he said: "Its strides had surprised its best friends. In 1802, the first attempt to establish an educational institution was in Windsor, when the Government granted \$1,600 to assist in bearing the expenses of a college that had then received a Royal Charter, but nothing was done to extend the blessing of education to the masses. In 1811, for every \$200 raised by the people of any district the Government of the day gave a supplement of \$100. His Honor here contrasted this with the amounts now granted by Governments in our day. In 1826 the sum appropriated to common schools was \$13,000, a small amount when we realize the fact that the county of Colchester alone, in 1875, spent \$39,000 for educating its boys and girls—a sum three times as large as the whole Province spent in the year mentioned. Looking back for fifty years over our history, but little change is found in educational matters for the first twenty-five years. During the last half of that period we notice some improvement. Dr. Dawson was elected Superintendent of Education, and worked against the most adverse circumstances, constantly urging upon the people and Legislature the necessity of having a Normal School. He failed in his attempt to get it, and, though a great educational enthusiast, he gave up in despair and went to more genial fields of educational labor. His mantle fell upon the lamented Dr. Forrester's shoulders. By constant importuning he at last, in 1854, obtained an Act for the establishment of a Provincial Normal School. This work was furthered greatly at the time by the invaluable assistance of the Hon. Samuel Creelman, then Financial Secretary. Sir William Young was at the head of the Executive, and he gave all the assistance in his power, but Mr. Creelman was most persistent, and it was greatly to be regretted that he was not present to-day. The old building was erected in 1855, and the Government was asked to vote only a paltry \$4,000 for the whole outfit. This was a small sum for the Province of Nova Scotia to give when compared with the \$10,000 that the people in the town of Truro alone have expended in the erection of the Model School near by. The property belonging to the Normal School has so improved that, looking at it in a pecuniary point, it had ever been a paying investment. Sir Gaspard LeMarchant was Governor of Nova Scotia at the time of the opening of the school. He expressed great regret that he could not be present, but the names of many could be recalled that graced the occasion. Sir Wm. Young, then Attorney-General of the Province, was present, and made a most eloquent and forcible speech in favor of our educational interests. Judge Wilkins, then Provincial Secretary, was to the front also, advocating the claims of the masses to higher education. The Hon. Hugh Bell—many here remember him—spoke on the occasion. The Hon. Samuel Creelman was present, too, and was proud of the progress that had been made. The opening was most auspicious, and the best friends of the Normal School were satisfied with what had been achieved up to that time. Objections were at once raised to the school. Why turn out, at so great an expense, educated teachers when the people in the country cannot pay them or appreciate their labors? You are offering wares unsaleable because unseasonable. Public prejudice was appealed to. No man cares to be taxed, especially if he does not see any adequate return for such a tax. The energy of a Forrester overcame this, and his public lectures so prepared the minds of the people that in 1864 the country was ready for the Educational Act that we now enjoy. Dr. Tupper introduced the Bill of 1864, and the Opposition to a man were prepared to support it. The educational interests of Nova Scotia