

nection with the suggestion above made, we may remark that in certain instances an income tax might justly be imposed on certain parties, now almost entirely exempt from contributing to the support of our public schools. In our rural districts there are many mechanics and traders who receive from their business a comparatively large yearly income, but having little or no property, only pay, in the section where they reside, the poll-tax. In a number of cases the yearly income of such men exceeds that of the farmer, who, owning a farm, often not very productive, contributes from his limited resources to the school, a sum most unjustly disproportionate to that of his better off neighbor, the mechanic or trader. We make the above suggestion that it may receive the consideration of parties interested; evidently the support of our common schools should as equally as possible be distributed among those who are able to bear it.

In May last the Council of Public Instruction opened a school in the Icelandic Settlement for the especial benefit of the families of the Immigrants, and appointed Mr. Alexander Wilson of this city the teacher. On his appointment Mr. Wilson removed with his family to the settlement, and as soon as arrangements could be made, entered upon his duties. We give below Mr. Wilson's report of the work thus far:

"On arrival at the Icelandic Settlement I proceeded to fit up the school house with desks, forms, tables, black-board, and to secure additional light. There is desk accommodations for twenty pupils, and sitting room for double that number. The books and stationery arrived at the end of May, and the school opened June 1st.

"There are 24 pupils on the roll, and in actual attendance, a few are not so regular as could be desired. The chief reasons for irregularity are great distance from school, and tender years. One family lives four miles away and the road is none of the best, and they are all under ten years of age. One point calls for special notice, the punctuality of the pupils. I can state with much satisfaction that it is a great pleasure to teach the Icelandic children. They are so industrious, so well behaved, and so anxious to do their best, I have not had occasion to punish one of the pupils since I opened the school. Mutual confidence and unbounded love exists between the children and their parents, which shows itself in good conduct and excellent behaviour in school. You ask, 'Do they appreciate the school?' I should say they do. All are anxious to have their children educated, all are anxious to master the English language, and very often they are present long before the time for school, that they may receive some explanations relating to the exercises for the day. When the stove came the people cut the wood, they have also provided lumber to lay an upper floor to make the room more comfortable." Other accounts confirm the statement of Mr. Wilson that the people really value the school privileges provided for them. And that the money expended on the school will, in due time, produce good results.

*University of Halifax.*—The most noticeable feature of the past year as far as education is concerned is the establishment of the University of Halifax, an institution based on the model of the University of London,