

liberality of the people, as well as the comfort and welfare of the children can not be but largely improved.*

Normal Schools.—The other law, providing for four new normal schools, has already met with answering response from a number of localities, vying with each other in the liberality of their proposals for the location of a new school. When the commission shall have decided upon their locations, they will, without doubt, speedily go into operation, augmenting greatly the educational force of the State. It appears to your committee that such an arrangement should be made that at stated times during the year, the normal school faculties should be employed in giving instruction in institutes, thus affording to inexperienced teachers, and such others as have not had the benefit of professional training, some notion of the more improved methods these schools are designed to foster.

Teachers' Institutes.—The annual report of the Superintendent of Public Instruction gives a most encouraging account of the influence and value of Teachers' Institutes; and the observation of your committee, as well as the reports they have received from other sources, corroborates his statement. There are, however, disabilities still in the way, some of which may be remedied, and doubtless will be in part the present year. Among these may be named:

1. That the expense of attending the annual institute draws so largely upon the miserable pittance which teachers receive for their services, that many who desire to attend are compelled to forego the privilege.

2. The institutes are held for the most part during the months of September, October and November, when skilful instructors, who are in charge of regular schools can not be spared in the work, except (as is the case in a few honorable instances), in their own county.

3. The salaries of School Commissioners are too meagre for any one to expect from them that amount of preparatory labor and personal effort with school officers and teachers necessary to give the best efficiency, and it must regretfully be added, there are many whom no influence short of compulsion can avail to enlist in any public measure for their own improvement or the good of the cause.

During the years of the war, there was a marked decay in County Teachers' Associations, partly from the general absorption of the public mind in the great question of our national existence, and partly from the fact, that in many counties the most active and intelligent of our young men were drawn away to the field. It is believed that the associations have commenced to exhibit new vigor, and it is hoped that they may speedily attain to more than their former efficiency.

Trustee Conventions.—In Indiana and several other of the states, conventions of school trustees have been established, much to the advantage of the schools, and have achieved a good degree of popularity. It is believed that no other measure could be recommended whose realization would be fruitful of more salutary reforms. We trust that teachers and school commissioners will use their influence for the organization of such associations.

Free Schools.—The revised school law touching the establishment of Union Free Schools, has given a great impulse to this movement. Your committee have no statistics at hand, but it is believed that within the past year, nearly as many such schools have been organized as in all of the twelve years preceding; and the citing of such statistics is unnecessary to show their efficiency.

Teacher's Wages.—The wages of teachers have increased, but from a change in the basis of reporting, and from the manifest inaccuracy of the statistics themselves, no perfectly reliable figures can be given. Excepting such as we have, and the average, in cities is \$13.17 per week; in rural districts, \$5.49.

We regret that the fact must still be reported, that small as are the wages of male teachers, those of females are beyond all reason comparatively much smaller. It is not the province of your committee to report at length upon this topic, but we note it as an evil, which we believe to be both the effect and the continued cause of almost innumerable evils and injustice.

There is a steady comparative increase in the number of female over that of male teachers, the figures of 1864 and 1865 being as follows:

	Males.	Females.	Total.
1864,	5,707	21,181	26,888
1865,	4,452	22,017	26,469

It is much to be regretted that there is no uniform system of reporting. Indeed, taking into account the wholesome emulation, which evidences of progress in one city or state is calculated to produce in others—it is one of the serious drawbacks to educational progress that few reliable statistics can be obtained, and we have

come, and sometimes with reason, to look upon the crude generalities the annual reports afford as at least highly coloured statements of the facts they affect to give. And when this is not the case, the bases of the statistics differ so widely, that comparative statistics are out of the question.

National Bureau.—We look forward hopefully to the passage by Congress of the ordinance for the establishment of a National Bureau of Education, which, whilst it shall encourage and promote universal education, shall also provide for uniformity in methods of reporting. The bill before the present Congress was defeated in the House, but subsequently reconsidered and passed by a vote of 80 to 44. We have not thought proper to make a digest of the provisions of this bill, as they are doubtless well known to the members of the association and should command our united support.

Professional Schools.—It is matter of serious concern, that while there is a growing appreciation of the necessity for the culture of the schools to fit our young men for the various pursuits of business, the tendency is strongly utilitarian; and schools of special training have rapidly multiplied, and are liberally supported. Not a few among our leading men, are advocates of this so-called practical education, and one of our most influential public journals has for years been its champion. The material demands of business swallow up all other interests. Boys long to be men, and dreams of wealth and the charm and bustle of business put aside all hope of thorough culture. The law school turns out ambitious disciples of Blackstone in a single term; the Medical College in six months transforms the rustic lad, fresh from the plow and the farm yard, into a disciple of Galen, and the Commercial College cheats the world of scholars to make quick accounts and elegant penmen. The tendency of the American mind is already so decided in this direction, that restraint rather than stimulus is needed, and its many sidedness would seem to indicate that more than any other people we need a style of public education that shall give breadth, solidity, rather than the superficial culture, whose interest can beforehand be reckoned at a stated income.

Chief of all, must be noted the fact, that such utilitarian education produces, and from the nature of things must produce imperfect, one-sided development, instead of the broader manhood which is the fruit of enlarged and liberal culture in all the branches of learning—or we might say, of the culture in due degree of all the faculties of our complex and mysterious being.

Cheap and Unqualified Teachers.—A wide spread evil in connection with our schools, complicated in its nature, and for which we can look for no immediate remedy, is found in a very general employment of cheap and unqualified teachers. There is never a dearth of this class,—some too ignorant to know the nature of their duties, and scarcely, in a knowledge of the subjects, in advance of those whom they are employed to teach; some too indifferent of success or reputation, and too recreant to their trust to seek for any personal progress. These last are content to rest in the past, and no generous professional spirit ever seems to animate them.

After making all due allowance for influences brought to bear upon examining officers to deal leniently with such, we believe it is in their power, as it certainly is their duty to refuse licenses to the notoriously incompetent, and to continue licenses to those only whose professional zeal and growth clearly entitles them to be recognized as live teachers. The ultimate remedy will be found, however, in supporting the means for the training of a better class, and in the creation of a public sentiment that shall demand the best. We presume that this and its related subjects will receive attention at the hands of the committee on professional certificates.

Teacher's Certificates.—It is the opinion of your committee, after careful inquiry, that great disparity exists in different and even neighbouring counties, in the examination test of candidates, and we respectfully suggest that the school commissioners, or the Superintendent of Public Instruction should establish a uniform method and a standard scale of qualification for different grades of certificates. We are not prepared to suggest any means other than the thorough organization and support of institutes and normal schools, and the issue, upon examination and proof of creditable success in teaching, of professional certificates to remedy the evil so justly complained of, of the transient and non-professional character of our teachers. Nevertheless we do not desire that the vocation should be dragged in among the other professions to meet with like dishonour, and be represented so largely by those whose sole title to rank is found in the sheepskin that bears their name, and the cabalistic "*Omnibus has literas*."

State Expenditure.—Amid all the discouragements in the way of public education in our state, we are unquestionably making great gains, and the amount actually spent during the last fiscal year (nearly \$6,000,000), for the maintenance of public schools, is a proud record for our noble state.

Resolutions.—In conclusion, by way of recapitulating some of

* An Act was also passed by the Legislature of Canada last session, (but applying only to Lower Canada) providing for the compulsory selection of School Sites by arbitration.—Editor of Journal of Education for Upper Canada.