

## Education in Nova Scotia and New Brunswick.

We have received the Reports for 1866 of the Superintendents of Education of Nova Scotia and New Brunswick.

The documents are replete with information and suggestions of the most valuable and interesting kind, embracing all such particulars as would be required in arriving at a knowledge of the present state and prospects of education in these portions of the new Dominion—very useful too, at the present time, in affording reliable means of comparison both with respect to Educational matters here and also in relation to the perhaps better known material condition of our maritime fellow subjects.

We have not space for more extended extracts, but those here given will be found interesting to our readers, and we may recur to these Reports hereafter.

### NOVA SCOTIA.

#### TEACHERS.

1. The total number of teachers employed in the winter was 929, and in the summer 1,190, showing an increase for the respective terms of 223 and 237 over those of last year. The classification of the teachers will be found in Table 1.

2. The amount expended in the Province for teachers' salaries during the school year was \$235,825.67, an increase of \$45,730.23 over the previous year. The sources whence these salaries were derived, and the amount from each source, were as follows:—Province, \$95,339.27; Counties, \$55,258.64; Sections, \$85,227.76. (Table N.) Applying to the sum of these amounts the scale of proportions for salaries recommended by the Council of Public Instruction, the approximate average of the salaries of the several classes of teachers for the whole school year was at the following rates: Male Teachers, Class 1st, \$392; Class 2d \$294; Class 3d, \$196. Female Teachers, Class 1st, \$294; Class 2d, \$196; Class 3d, \$147: average salaries of teachers for the year, without respect to class, \$258.53. This does not include the salaries of the Head Masters of County Academies. In 1865, the average was \$239.67; and in 1864, \$146.85.

3. The increase in the salaries of teachers is one of the most gratifying and significant features in connection with the recent educational reform. We may now reasonably expect that much talent of a good order will seek employment in the work of teaching, and that an increasing number of those who engage in this, one of the noblest of callings, will do so for life. It is abundantly evident that the people, with the assistance of the provincial and county grants, are not unwilling to provide a fair remuneration for teachers. Any deficiency in the number of teachers will be found to be but temporary and local, as the supply hereafter will chiefly depend upon the demand at remunerative rates.

An adequate and expansive mode of support having now been established by law, the examination and classification of teachers becomes one of the most important matters in connection with the system. "As is the teacher, so is the school," is, with obvious limitations, a sound educational maxim; and everything that contributes to the elevation and progress of teachers as a class, contributes also to the progress and efficiency of the schools. The object of the examination and classification of teachers is to ensure to each community and to the Province that the school training of the youth of the country is not assumed by incompetent or unworthy persons, and the children of the land thus defrauded of that preparation for the coming duties of citizenship which the law declares to be their right. The existing enactment provides thirty-four local committees of District examiners, and a committee of Provincial examiners for the Normal School. The great majority of these committees have discharged their important duties with diligence and care, and their appointment has proved to be one of the most beneficial provisions of the law. In consequence, however, of the adoption by the Legislature of the present admirable arrangement for the payment of fixed provincial grants to teachers, a different provision for their examination and classification seems to be required. Every teacher of the same class is now entitled, and justly so, to an equal grant from the public

treasury for his services. In order, therefore, that justice be guaranteed to the Province, and to the Teachers in different Districts and Counties a uniform examination and classification are indispensable. This cannot be secured under existing arrangements, since thirty-four different committees must of necessity adopt thirty-four different scales of classification, notwithstanding that they have a uniform outline of subjects before them. Many of our ablest examiners have repeatedly pointed out to me this defect, and many committees in consequence of this want of uniformity have been compelled, in a conscientious discharge of their duty, to require the re-examination of all teachers from other Districts. In fact, this is the only safe course for them to adopt in order to maintain the character of their schools, and to do justice to all their teachers. But while this course is necessary under present arrangements, it excludes the very flower of the teaching profession from the enjoyment of those immunities to which their attainments and ability entitle them, and subjects them to continual and in their case needless re-examinations. Every teacher of established character and ability should have the range of the whole Province before him in choosing his field of labour, and every board of trustees desiring to procure the services of such a teacher should have a like range from which to make their selection. Under the present arrangement the validity of each license is confined within the limits of the District in which it is obtained, so that by stepping over a line, and in the majority of cases without leaving the county, a teacher, though it may be, many times examined, and as often licensed, finds himself without the requisite authority to conduct a public school. If he should, under such conditions, accept the charge of a school, he does so entirely on risk, and after months of diligent and arduous labour, he may find himself debarred from all participation in the public funds. Nor is this only a possible case. At the last semi-annual distribution in one District, three of the fourteen teachers employed during the term, were necessarily cut off from public aid because, though regularly certificated, their licenses had been obtained in another District. It is obvious that such an arrangement cannot be regarded as satisfactory.

I beg, therefore, to suggest, for the consideration of the Legislature, whether it would not be wise to empower the Council of Public Instruction, after the present term, to prescribe the times and places for the examination of teachers, and to secure their uniform classification by means of a Provincial Board of Examiners. I am of opinion that this would be the most efficient mode of obviating the difficulties arising under the present arrangement. The principal details of the plan suggested would be as follows:

1. That the Provincial Board of Examiners consist of four members, resident at or near Halifax. For the sake of efficiency and dispatch, the various branches of scholarship should be apportioned between three members of the Board, while professional subjects, such as school organization, classification, methods of instruction, and the like, should be assigned to the fourth.

2. That a uniform schedule of examination questions on each syllabus be prepared under the supervision and with the approval of the Council, printed, and forwarded under seal to the several Inspectors. This course has been repeatedly suggested to me by many of the present Examiners, and as each syllabus of examination is already prescribed by the Council, it seems well to require their approval of the questions founded thereon.

3. That each Inspector, or, if necessary, a deputy, preside at each examination in his county. He would be required to enter in a blank form the name, age, sex, experience, character, &c., of each applicant, and to test and record the attainments of each with respect to reading and other oral work. The printed questions would then be submitted to the candidates, and immediately on the close of the examination all the papers would be transmitted to the Board at Halifax. Each member of the Board being entrusted with the examination of papers on specific subjects, the value of each applicant's work would be ascertained