

—countries where the economical devotion of time is a first principle, there are comparatively few persons who have time to devote to public business without remuneration. Hence, it is not uncommon in these provinces for trustees not to get sworn into office as the law requires, nor ever visit the schools at all, or assist in the selection of teachers.—If no complaint is made by the people, the trustees generally sign the teacher's report, so as to enable him to draw the government allowance, without inquiring as to his fitness, or conduct in school. Disputes seldom arise between the teachers and the people, unless the former insist upon money payments for their stipends, and absolutely refuse to take socks, mittens, buckwheat, potatoes, etc. as payment for their services. The government of schools, as now instituted, generally devolves upon the teachers and inspectors; the people and the trustees, who should be the active and most interested parties, paying little or no attention to it; while the county inspectors and educational boards do little more than furnish the government with lists of figures and long reports, showing the number of schools, branches taught, the numbers learning each branch, religious persuasion and classification of teachers, along with a voluminous amount of other matters of similar import, which are not seen, read, or cared for by one out of every five hundred of the inhabitants.

We firmly believe that our educational systems will never assume a standard commensurate with the importance of the work to be done—the education of the public mind—until county organizations are established, providing the means for instructing and training of teachers in the art of conducting schools, and lecturers sent to every settlement of the country, to lecture to the people upon the necessity of education, and the best means of advancing it; the trustees elected by the people, and their powers extended, and their services paid for.—

There are plenty of persons in almost every parish in the provinces, who are fully competent to do the duty of trustees and inspectors. In place of paying inspectors, let the trustees be required to visit each school in their several parishes, say four times a year, for which service they should get five shillings for each visit—amounting to twenty shillings per annum for examining and reporting on each school in the province. It will be seen, that by paying trustees thus, the work would be done one-third cheaper, and we have no doubt, equally as well; besides, the people would have the direct control of the schools—they would be considered establishments of their own founding and fostering, which they should be in all free countries with free institutions. The provinces are now burthened with a great number of sectarian academies, etc., drawing large revenues from the public funds, which the governments do not pretend to control by appointing inspectors. We certainly can see no good reason why the government of the schools, and the money of the schools—the academies of the people—should be vested in the governments of the country, and the people at large deprived of this right.

It is now generally conceded that gratuitous services are hardly worth having, because seldom well performed. Such has been the case with trustees of schools. They have been called upon to perform an amount of gratuitous labour, respecting an important duty, without one shilling for their trouble,—duties which no other class of parish officers are required to perform without some remuneration: it is no wonder that the work is badly done.

It is high time that the public take a stand on this point, and insist that the legislatures invest the trustees of parish schools with more extensive powers, and pay them for their trouble, when the schools would assume a new and more prosperous aspect.

ASSESSMENT FOR SCHOOLS.

This subject is now beginning to assume a more important aspect among the more intelligent portion of the inhabitants of the lower colonies than it has ever done before. Every one who has

given the subject any attention seems to be prepared for the adoption of the assessment principle in support of parish school education. Those who oppose the measure, do so, generally speaking,