

SUBJECTS FOR INQUIRY.

1. The state and prospects of Education among the mass of the people in the lower provinces.
2. The objects of Education.
3. Want of Books and school libraries and apparatus, and the evils arising from conflicting text-books in schools.
4. The importance of forming right habits, and giving a right direction in the early stages of education, and the necessity of cultivating the social affections among pupils.
5. The parish school systems, as at present, not suited to the wants of the inhabitants.
6. The necessity of county or local organizations in the management of schools.
7. Payment of Trustees and other officers.
8. Grammar schools re-constructed and fitted for training of teachers, as well as giving instruction.
9. The elevation of the position of teachers.
10. Remuneration of teachers of parish schools.
11. Direct taxation in part support of schools.
12. Simplicity and adaptation of legislative enactments with reference to schools.
13. Frequent visitation of schools by local authorities and proprietors.
14. Encouragement to pupils,—studying one branch at a time.
15. Importance to be attached to the teacher's knowledge of the philosophy of mind.
16. Necessity of acquiring a knowledge of natural history.
17. The best education for an agricultural and commercial people.

GENERAL STATE OF EDUCATION IN THE LOWER PROVINCES.

In taking a general glance at the state of Education in these provinces, we are constrained to acknowledge that some power and machinery is required, different from that now in operation, in order to secure its blessings to the mass of the people. The training and Normal systems, as far as they have been introduced and set in operation, have no doubt produced much good in the qualification of teachers: but in too many instances the training bestowed has done little good beyond the advantages to the teachers themselves. It is not uncommon for teachers, after having obtained a first class ticket, to abandon the vocation of a teacher for some other and more lucrative employment—for any employment is generally considered more remunerative, and certainly more thankful, than that of teaching parish schools; and in numerous instances, those who do pursue this calling after having undergone a system of training and instruction, commence teaching in some secluded country place, shut out from every means of self culture, and in a log hut, with ten or a dozen children at their A B C's, and without books, only as the teacher supplies them. In such cases,

which are very numerous, the teacher receives little more from the subscribers than board and lodging, and is only teaching for the government allowance. Hence, it is no wonder, that young men of good natural and acquired abilities, continue no longer as teachers than the way is made clear to some other and more congenial calling. Consequently, old and sickly men, who have passed the meridian of life, and are entirely unfit for other pursuits; and a few boys and girls—the latter teaching “common needle-work”—many of whom are more fit to be pupils than teachers, compose the great majority of the instructors of youth of the present day in these colonies.—There are, we admit, a goodly number of first rate teachers interspersed throughout the provinces, but whose usefulness and abilities are far from being appreciated as they should be. We believe that something more than common needle-work is required to be taught in the schools of a country with over 150,000 unlettered people in it, and a large portion of the so-called educated, would be benefitted by the change: and school libraries connected therewith. There ought to be, at least, one in every five of