

buildings, which would be occupied by good teachers, and the revenues of the province, now expended generously, would be expended wisely as well."

On the subject of school inspection, a "considerable difference of opinion exists;" but as to its nature, we also believe that if faithfully performed by competent men, good will result. And although proper men would not always be obtained in every parish in the province, still if the trustees were empowered with the duties of inspectors, and paid for it, there is no doubt that the work would, in a general way, be done equally as well as at present.

We cannot perceive that much general good results from the present system of inspection. The inspector spends an hour in each school during the year, for which he receives thirty shillings per annum. We have been going on to know the state of the schools for the last ten years, but our knowledge has not turned to profit—the schools have not much increased in usefulness thereby. New Brunswick has been paying for inspection for the last ten years, until the sum paid has actually amounted, in the aggregate, to £17,300. We have been told that its good results would be, like bread cast upon the waters, seen after many days; but the many days have passed by, and our children have not yet been supplied with better intellectual bread or more of it. Still we admit with Mr Duval, that if active intelligent men—men who are no political partizans, and who had the confidence of the teachers and people, were appointed to the office of inspectors, a different state of things would exist. We do not hold the doctrine to be always true, that "what is best administered is best;" still a bad system may be so administered as to produce much good: and so it is with our school systems,—much more good might be derived under a more active and energetic administration.

While we are willing to admit the fact that the training and model systems have done much good, in excluding from the schools, as teachers, many dissipated old men, who at one time almost monopolised the work, and introduced in their places a class of more intelligent, sober, and respectable young men and women, to whom the community may safely confide the rearing of their off-

spring;" still one of the great complaints of the people at the present time is, the inefficiency and carelessness of teachers. It is said, and with much truth, that there are too many ignorant boys and girls employed as teachers,—mere children, who have no system of teaching, and know nothing of the art. Of the 730 teachers and candidates who have been admitted into the training school at Saint John, exclusive of those who have graduated at Fredericton, 390 were males, and 343 were females.

Mr Duval recommends that each teacher remain twelve months at the training school, instead of twelve weeks, as at present.

We cannot see any good reason for limiting the time each candidate should attend by law, at all. Why not let each case stand upon its own merits? If one candidate should enter the training school, who is well versed in the best mode of conducting a school, we can see no just reason for keeping such a one as long as another, who may be a mere tyro in the art. Such a course affords no encouragement to self-culture, but the contrary. Two weeks might suffice as a sufficient term of attendance for some applicants, while twelve months would be too short a period for others to attend the training school.

CLASSIFICATION OF TEACHERS.—There is no doubt "that it would be a decided improvement if only two classes of license were issued, abolishing the third class altogether." There may be some remote and thinly populated places that may require a third class teacher: but teachers should be placed where they would be most useful; unskilled and uneducated persons are often found occupying important stations to the exclusion of well-informed teachers; engaged by the short-sighted policy of parents who are anxious to obtain cheap teachers,—indulging in parsimony just in the point where generosity would be true wisdom." In the classification of teachers, "regard should be had to general information as well as mathematics." It is not uncommon to find teachers, both male and female, who possess a considerable knowledge of dry theory, without general information, or any system of communicating knowledge to others; they "have read scarcely