

have their Academical institutions of learning, where the youth belonging to such bodies may be prepared to perform the higher offices in life, the Grammar Schools are also each drawing one hundred pounds per annum of public money. So here, there are training and model schools in abundance, where each student may be fitted for the office of Teacher of Common Schools, and in an institution consonant with his religious prepossessions.

The reader will perceive that this is dealing with our educational institutions as we find them. But we hope that the Legislature at its next sitting will sweep from the records of the Province every grant now made to sectarian institutions of learning, and devote the proceeds, or as much as may be required of it, to the endowment of an *University*, when all may be enabled, without fear of sectarian influence, to drink deeply at the fountains of pure knowledge, and our young men, yes, and women too, may be qualified to fill the office of teachers of the schools of the country, as well as the highest ranks in professional life. We are fully satisfied that until such a course is pursued, education will not make proper advances, and the Province will be without any settled system,—each applicant influencing the Legislature to get as large a grant as possible.

We make the following suggestions:

1. Abolish Training, Model, and Grammar Schools, and withdraw all grants to sectarian Institutions.

2. Establish a University in some central part of the Province; say at St. John.

3. Establish the School Inspection as at present instituted, and let the Trustees be appointed to this office in their respective parishes, and paid for their services.

4. Establish a Board of Education in each County, composed of the Trustees, etc., where all teachers of Parish Schools may be licensed and classed.

5. Let the Government appoint some well qualified person in each County to attend at the meetings of such Board, who shall conduct the examinations of teachers, etc.

6. Let there be a Superintendent of Education for the Province as at present, to whom the County Boards shall report.

7. Establish three classes of Schools, one of which to be Superior Schools; the latter to be established where required, on application to the County Boards.

It will be observed that if these suggestions were embodied into a law and acted upon, the inhabitants of each County would have full control of the Schools of their respective Counties,—the Trustees being elective, and paid for their services, would attend to the duties of their office, and see that others did the same; the Teachers would feel that they had the people to satisfy, through their trustees, would endeavour to do their duty, and the cost of maintaining the educational machinery of the country would be at least two thousand pounds per annum less than at present. Then, New Brunswick would be able to say she had a System indeed.

## CORRESPONDENCE.

*To the Editor of the Parish School Advocate:*

Dec. 26th, 1858.

SIR,—An important question will come before our Legislature in the approaching Session, in consequence of the disallowance by the Home Government of the Act passed last year for the virtual abolishing of King's College. Although your useful publication is principally directed to the advocacy, (as its name imports,) of Common Schools, yet you will, I am

sure, admit that some provision for a superior education for a portion of the community is absolutely necessary; otherwise all our young men destined for professional pursuits will be induced, as too many of them now are, to resort to the United States. The question, therefore, to be agitated, will be how this object can be best attained—how the revenues of the College, including its landed possessions, can be rendered most useful.