

to each teacher.

The Province of Nova Scotia sent to school in the year 1868, 36,821 pupils, exclusive of the number attending the Colleges and Academies.

It may here be observed, that few sections of North America, laying claim to an elementary system of instruction, send as many to school, compared to their population and the amount paid from the public funds of the Province,

as Nova Scotia; while, there is no one section of this Continent that pays so largely from the public revenues of the Province, in aid of education, compared to the population and the number of pupils sent to school, as the Province of New Brunswick. Hence, the encouragement given to education by the Legislatures of these respective Provinces is very different, while the same results are produced.

### University of New Brunswick.

We hail the passing of the Act of last Session of the Legislature for the establishment of a University of New Brunswick, as a step in the right direction. It is, however, but a *first* step, and to render it essentially useful, must be followed by many others. educational enactments are very much like education itself—to be really useful, must be progressive; every new enactment based upon a former superstructure, should bear upon its phase the characteristics of progression; so we say of the one under consideration, it does bear the marks of progress, and we are not without hope, that New Brunswick will ere long come up to the only educational standard required by the very nature and constitution of society—namely—the establishment and enactment of a thorough University, and free schools, with the intermediate institutions—the Grammar Schools. However, we hope that the transition state of our University enactments, will not be like those for the encouragement of elementary instruction—so long in being brought to the standard of practical usefulness.

Among the many reasons that might be assigned for the transition and ever-shifting state of our educational enactments, are first, the general ignorance of our legislators, as to the educational wants of the country; and second, everything legislated upon, is viewed through a narrow, selfish and political medium; those who possess the keys that unlock the Provincial money chest, legislate so as to retain possession, whether fit or unfit; while another body, not so highly favoured for the time, use every means,

whether right or wrong, to subvert the acts of the "more favoured ones," in order to get possession of the Province treasury—hence, it is almost impossible to secure intelligent and well-directed legislation on matters of importance, such as that of Education. It was once said of a body of "wise ones," when legislating on the duties of miners while engaged in mining operations, that it was necessary—1st, that each miner should have a lamp fastened to the front of his cap—first enactment; 2nd, provided that each lamp should contain oil and wick—second amendment; and the 3d amendment provided that each lamp should be lit. Thus it is said, that it required three several enactments in order to complete and render intelligible a simple matter.

If this principle of legislating is to be applied to the New Brunswick University Bill, it will be some time yet before we have a University lamp, so burning as to reflect moral and intellectual light over the length and breadth of the Province; an educational institution free from all sectional and party influences, and adapted to the educational necessities of this growing Colony.

In regard to the Bill in question, we are at a loss to understand how the President is to be appointed. Sections 4 and 5 refer to the Senate; and here two questions arise—first, whether each County should not be represented in this body in order to give it a local interest in the good government of the institution. As there are fourteen Counties this would increase the governing body to the same number, in place of nine, as provided by