

In this way the re-classification of teachers proceeds gradually, and every consideration that could reasonably be asked is extended to teachers already in the field. The regulation is even generous, for it not only allows all teachers, including the timid, the uncertain, and the poorly qualified, repeated trials; but while they remain in the district in which they were licensed, it permits them to receive provincial aid for a fixed period, according to the grade of their former license. And not only so; it also permits them, when advantageous to themselves, to ignore their previous license, to compete for and receive a higher grade, and to enjoy from the first day of the new term immediately following, an increased provincial grant. It must, we think, strike every candid mind, that such an arrangement offers every protection to teachers, and, at the same time, fosters the true interests of education, by stimulating all to the attainment of that degree of knowledge and skill so indispensable to teachers.

Under the previous law, when teachers entered another district from that in which they were licensed, they were necessarily liable to re-examination. No Board of Examiners could authorize a person to teach except in the district over which it had jurisdiction. If teachers, previous to obtaining a provincial license under the new regulation, enter a district in which they hold no license, they are, of course, without authority to teach a public school in such district. They never had such authority, and, therefore, require a provincial license. In order, however, that teachers and trustees might be aided in every way compatible with the manifold and important interests involved, the Superintendent, by the authority of the Council of Public Instruction, directed Inspectors in October last, to endorse for the term the license of any teacher so circumstanced, such teacher being required to be examined and classified at the next examination. Should any such teacher, however, return to the district in which his previous license was valid, he could, if he desired, fall back upon his district license within the period specified by the regulation quoted above. These are exceptional cases, and few in number, yet it will be seen that every precaution was taken to protect, as far as possible, every interest which from the inherent defects of the former system of classification, was in any way endangered.

There was another class of teachers whose position was peculiar. We mean the graduates of the Provincial Normal School,—those who since 1864 received provincial licenses from a Board of Examiners appointed to that Institution. It was believed, and rightly so, we think, that those who had enjoyed the advantages of a professional training would cheerfully undergo some inconvenience, in order that adequate means might be perfected by which a professional standing could be publicly accorded to all teachers of public schools in the province. As these teachers already had authority to teach in any and every district in the province, the regulation permitted them, if advantageous to themselves, to fall back upon the license already secured, till Nov. 1868, Nov. 1869, or Nov. 1870, according to grade. The liberty to teach in any district, and the privilege of three, five, or seven trials was pledged to them in common with those holding district licenses; as well also as the opportunity of competing for, and receiving an advanced grade in any term.

We may add (as was stated in the JOURNAL for October last) that when persons who never had any license at all fail to secure one on examination, or who having had licenses shall not have succeeded in securing a provincial license of any grade previous to the expiration of the period fixed by the regulation, such of these persons as the inspector may recommend as having a degree of fitness for teaching and as needed by the exigencies of the schools in the county, may receive a "permissive" license of the third class for the period of one year. At the expiration of this period, and previously, such teachers may be examined for a regular provincial license. If unsuccessful, a new "permissive" license may be granted if the necessities of the county demand it, but not otherwise.

It would appear from what we have stated, that the regulation issued in August last is admirably adapted to carry out the purpose of the Legislature. The interests of all classes of teachers, as well as of the people of the several counties, and the entire system of public education, were kept in view and balanced as delicately as possible. The end and aim of the change was to quicken and immeasurably advance our system of education, by securing thoroughly qualified teachers. We believe all its tendencies are

directly to this end, and that the change must command the approval of all who desire that our public schools shall be vigorously conducted, and in all respects what they profess to be,—institutions for the correct and thorough training of the young. If anything else is desired, if ignorance and incompetency are to be cloaked and fostered, and sound attainments and skill are to go unhonored and unrewarded, then will rottenness enter into the very bones of the system. There must be discrimination, and that discrimination must be free from the taint of partiality and favoritism; it must be based on merit.

NEW BRUNSWICK.

THE New Brunswick Education Report for 1867 has been published. We learn from it that the number of schools in operation during the winter term was 797, and during the summer term 847, an increase of 4 and 18 respectively over the corresponding terms of 1866. The number of pupils in attendance was, in the winter term, 28,231, an increase of 422, and in the summer term, 30,871, an increase of 1,090.

Of the 866 teachers employed during the summer term, 637 or nearly three-fourths of the whole, were persons regularly trained for the work. This feature in the school statistics of New Brunswick presents somewhat of a contrast with our own.

The expenditure from the Provincial Treasury for educational purposes during the year, was as follows:—

Common Schools.....	\$74,403.91
Superior Schools.....	6,348.70
Training School.....	2,126.00
Inspectors (four, at a salary of \$1000 each).....	4,000.00
School Libraries, (bonuses).....	63.16
Prizes at Competition Examination.....	160.00
Salary and Travelling Expenses of Superintendent, and salary of Clerk.....	2,540.00
Board allowance to Teachers attending Training School, paid upon actual employment in teaching.....	2,512.00
Printing, Postage, &c.....	1,729.79
Total 1867.....	\$93,883.56
" 1866.....	93,806.92
Increase.....	\$576.64

The amount raised for salaries by local subscriptions, tuition fees, &c., amounted to \$107,441.64.

We notice that the Provincial Grants are largely increased this year, the sum set down for education in the estimate being \$113,960.00 besides \$9,684.00 for the University of New Brunswick; in all \$133,644.40 for educational purposes in 1868.

The following extracts from the Report will be read with interest in this Province:—

"The number of school-houses built within the past year is about fifty, and others are reported as having been repaired. This is about the average rate of progress in school-house building for a number of years past, and used to be regarded as tolerably satisfactory. But in the quickening march of events, a higher rate seems now to be demanded, more particularly since it has become generally known that our friends across the Bay have been erecting in some one of their Counties more school-houses than we have been doing in the whole of our Province in the same space of time. It is hardly for us to say that Nova Scotia has thus shown only her greater need of them, and that such efforts are but spasmodic fits. Pity some such fits would not seize us for the next year or two. At our present easy going pace, it is clear we must always have a lot of old school-houses on hand; for "decay's effacing fingers" are often plainly visible upon some before the materials for others have been taken from the forest. However, let us not despond. Rather let us be thankful for what little has been done in the past, and take heart for the future. The signs of the times are significant, and seem to point to a day at hand when we shall not be one whit behind the very best of our neighbours in all that tends "to make men moral, good, and wise."

Referring to defects in the existing laws relating to Grammar Schools and Common Schools, the Superintendent says:—

"Legislation is necessary to remove some obstacles to their more efficient working, and to bring about some desirable improvements. It is important, for instance, in the event of vacancies, to provide that none but men of undoubted qualifications should receive appointments to these Schools, and that in all cases, a uniform as well as a rigid test should be applied to all candidates for Grammar School Licences. At present the Board of Education has not the power to exact such a test in every case. Again, it is a question worthy the consideration of the Legislature whether the local emoluments of the teachers should not now be raised. The present rate is just what it was fifty years ago, and, as it will