

to drink deeply of these rivers of pleasure, which flow from the fountains of moral and intellectual truth.

Educational Reciprocity.

It is well known, and much to be regretted, that there is a great want of united action on the part of the British North American Provinces, on many of the most important matters of inter-colonial interest. The currency, postal and fiscal arrangements, are very conflicting, and tend to retard the general progress of these colonies at home; and when the colonists visit other countries, they do not receive that respect which is due to the representatives of three millions of intelligent beings. In fact, everybody is somebody, when they go to other countries, but an inhabitant of British America.

We have no doubt that a meeting of inter-colonial delegates might remedy many of the existing evils of a public nature, and educate the public mind on the propriety of a federal union, —which would impart strength and uniformity to the whole.

This principle of exclusiveness and want of uniformity extends also to our educational institutions.

Each colony has Normal and Training Schools, where those desirous of entering the teacher's ranks, in their respective provinces, may be qualified to hold a more lofty position in the educational corps. Each of these schools is conducted by teachers of first rate ability; the system of training is nearly the same; and the standard of knowledge required of those who are certificated, differ but little,—still, according to existing regulations, no one of these institutions will admit, however well qualified, the students of the other to enter the teacher's ranks, as a Normal-trained teacher, without undergoing an additional training.

This is certainly carrying our inter-colonial exclusiveness beyond all bounds of propriety; such a system hinders that interchange of sentiment—social, moral, and intellectual intercourse, which should exist among the same people, governed by the same laws, and under the same Crown Head.

Inspector Bennett's School Report.—Concluded.

"Geography.—This useful branch of knowledge is nominally taught in 61 Schools; but only in a few with any degree of success. The means and appliances of teaching it, so as to render the study at once interesting and instructive, are very scanty. It will be seen by the Returns, that only one School is provided with Globes, which I fear are seldom used, and 25 only are furnished with anything like a complete set of maps. In most of the Schools so furnished, geography is one of the most interesting in the whole course of study; but in others not so fortunately situated, it is rather a fatiguing business. Neither is the common method of teaching it well calculated to render it attractive. Instead of commencing by giving the pupils the idea of distance

and space, which, in this study, is as essential as a correct notion of time in the study of history, and of making them comprehend the principles on which it is founded, by observations in their own neighborhood, the lessons prescribed usually consist of the dry details of political geography, which without note or comment are irksome and tedious in the extreme. Further, an idea seems to prevail that geography, like poetry, is too fine a thing to be found at home; and accordingly many learners are more conversant with the wilds of Siberia than with the counties of their own Province. This anomaly will soon disappear, when we shall have, as I trust ere long we shall have, a large, well-executed Map of New Brunswick suspended in every School-room in the country.