

the usual length of time for a teacher to remain in one school. Half the teacher's salary was derived from the Legislative grant of £10 for six months, which was paid if the inhabitants had subscribed an equal amount. This obligation the inhabitants usually discharged by furnishing the teacher with board and lodging, a pernicious practice called "boarding around."

New arrangements for Parish Schools were made in 1837. A Board of Education was appointed for each county. The Boards consisted of three persons chosen by the Governor in Council. Instead of having control of the schools in a county, as might have been expected, these Boards were created solely for the purpose of examining candidates for teacher's license. They did not issue the licenses, but merely reported upon the suitability of the candidates to the Lieutenant Governor, who issued them. The licenses were valid in the county for which they were issued.

No further changes were made in the arrangements for Parish Schools during the period under review.

Madras Schools. The Society for the Propagation of the Gospel in Foreign Parts had introduced the National System into New Brunswick as early as 1786. In places where a large number of pupils could be assembled, the monitorial arrangement was admirably suited to the needs of a people who could not afford to pay much for their schools. In 1820 the Madras Board was incorporated in New Brunswick, and given an annual grant of £500 from the Provincial Treasury. The schools operated by the Board taught elementary subjects and the Catechism and other religious doctrines of the Church of England, so that the Board attracted the gifts of wealthy people who saw in it an agency, not only for the education of the young along the usual lines, but in religion as well. Being well endowed, the Madras Board was able to make fairly large grants to its schools, as is shown by the following extract from the Report of the Madras Schools in 1820.