

with expedition, and a corresponding certificate transmitted to the Inspector.

It appears to me that this plan would be found in practice to combine in a very high degree the advantages inherent in both the local and general modes, with few or none of the disadvantages that necessarily attach to the exclusive adoption of either. Its operation would inspire a mutual respect among teachers for each other's claim to membership in a common fraternity, an *esprit de corps* already manifesting itself among the teachers in some parts of the Province, would be cherished and rapidly developed, a degree of permanence would be given to teaching, and a satisfactory guarantee would be had that the uniformity of qualification implied by a uniform scale of Provincial grants, has an actual existence in the practical operation of the system.

The granting of 3d class permissive licenses of *local and temporary* value could be as readily effected as at present, in order to meet any exigency which might temporarily arise in a few of the more backward Districts of the Province. The examination of the students attending the Provincial Normal School could also be most efficiently conducted in connection with the Board of Examiners.

Teachers' licenses would, of course, be subject to suspension or cancellation by the Boards of Commissioners, in the same manner and for the same causes as at present.

#### NEW BRUNSWICK.

##### TEACHERS AND ASSISTANTS.

The 793 Schools in operation during the past year were conducted by 804 Teachers, thus shewing the employment of 11 as Assistants in the same number of large Schools. In the Summer Term the 829 Schools were under the charge of 844, including 15 Assistants. The total increase of Teachers for the whole year was 33 in Winter and 18 in Summer.

This result is certainly indicative of considerable progress, and will no doubt be so regarded by most reasonable men, although indeed it may not come up to the full extent of their wishes. It may however be interesting to set the matter in another light, and compare the operation of 1866 not only with those of the previous year, but with those of the year when this Department was first organized as it now is. In looking back fifteen years therefore, we find there were in

1852,	682 Teachers, with 18,591 Pupils.
1866,	844 " " 20,781 "
Increase in favor of 1866,	162 " " 11,190 "

But this is not all. Of late years the Legislature has given grants to a considerable number of Denominational and other Schools, the Returns of which are not included in the above enumeration, but the establishment of which has naturally reduced the number of the Common Schools. The Denominational Schools, and the other Schools receiving special grants, have so increased that they now employ about 30 more Teachers than they did in 1852.

In connection with this subject, the increase in the number of Assistant Teachers before mentioned, is deserving of special notice. The number of Schools in which Assistants were engaged within the year was 17, and the number of pupils enrolled in them gives on the average about 92 to each School, or 46 to each Teacher. The daily average attendance is also better than in the Schools generally; for whereas the ratio of average attendance to the whole number enrolled is, for the Province, 52 per cent., for these double Schools it is a fraction over 55 per cent. These are facts which speak for themselves, and I feel sure that a further extension of the principle of employing Assistants in such numbers as may be desirable, would speedily lead to still greater results in respect to attendance, as well as to other important improvements. It cannot well be otherwise. The employment of Assistants necessarily implies a division of labour, and a division

of labour as assuredly implies a superior quality of instruction. When by a skilful division of labour in a School, a Teacher has but a few, and these larger classes to attend to, he is able to devote to them a proportionately greater part of his time, to supplement the usual lessons by much valuable information, to bring the sympathy of numbers to the aid of his oral instruction, and thus make learning, instead of the dreary and irksome task it too often is, a work in which the young can engage with as much pleasure as advantage. I have therefore to recommend that the Law in respect to Assistants may as soon as possible be changed so as to allow, not merely one Assistant to one large School, as is the case now, but as many Assistants as circumstances may render it desirable to employ, and under proper regulations to be made by the Board of Education.

#### TEACHERS TRAINED AND UNTRAINED.

In the Winter Term of the past year there were employed in all 804 Teachers, of whom 569 were trained—a proportion less by 3 per cent, than obtained in the corresponding Term of 1865. During the Summer, 612 of the 844 Teachers engaged were of the trained class, or a little over 71 per cent. of the whole, this proportion being also less than that in the previous year.

It may be as well to continue here the Table begun some years ago, which shews at a glance the numbers of Trained and Untrained Teachers employed in the Summer Terms from 1858 to 1866 inclusive:—

	TEACHERS.	TRAINED.	UNTRAINED.
1858	762	313	449
1859	823	442	381
1860	846	527	319
1861	834	530	304
1862	831	554	277
1863	789	561	228
1864	823	580	243
1865	826	598	228
1866	844	612	232

It thus appears that the Trained Teachers are slowly but steadily increasing in such numbers as afford a reasonable hope that a few years more and the Common Schools of the Province will be under their exclusive control as far as teaching is concerned. This idea, and the bare possibility of its being realized, should powerfully stimulate Trained Teachers as a class to renewed exertions with a view to render themselves more and more worthy of public confidence as well as of the momentous interests entrusted to their care. Upon them, more than upon any other agency at work amongst us, must depend the mental and moral standing of our several communities; and I for one am firmly persuaded that if in the future this country is to hold its own and maintain its just influence in the Councils of the Confederate Provinces, Education must be improved in quality under Trained Teachers, and made universal by means of Free Schools, supported by an equitable tax upon the property of the country.

I must not, however, fail to do justice to a number of Teachers, technically speaking, Untrained, who have yet proved themselves, through many long years of hard service, both zealous and successful instructors of youth. To these men and their fellow workers the country owes a debt of gratitude which is poorly requited by their present salaries; and the establishment of a fund, partly at the public expense, to provide retiring allowances to aged and enfeebled Teachers, would be an act dictated alike by humanity, justice and sound policy.

One remark more under this head. In the past year, as was noticed in 1865, we observe a decrease in the number of first class Teachers, both male and female, with of course, a corresponding increase of those of lower classification. This looks like a step backwards; but it is perhaps more apparent than real. No doubt the retirement of these highly classed Teachers, being, as some of them are known to have been, persons of considerable experience and undoubted ability, is very much to be regretted;