

present them. But great care should be observed in their introduction; the English language contains upwards of one hundred thousand words,—hence its copiousness and flexibility.

Most every country manifests an inclination to localisms in language, some of which are low and vulgar while others are ornate and tend to embellishment.

There are few subjects connected with the intellectual well-being of these young and aspiring Colonies of more importance than that of sustaining a pure English. Parents and Teachers should endeavor to guide the youth under their charge into the use of correct English, and teach them to avoid on all occasions, the use of slang words; it should be remembered that habits once formed are difficult to change. Mankind are wonderful at imitation; hence our public speakers should aim at good English; the pulpit, the bar and Legislative halls are high schools, where the public look for the best teachers.

Education Retrograding in New Brunswick.

“We consider,” says the “Sussex Times,” “the education of a people second only to the religion of a people; and therefore the greatest temporal subject which can engage their legislators. Then why should the subject of Education be so neglected with us? Either our public men do not sufficiently understand the subject, or are very remiss in their duty. If the former, it is a reflection on the intelligence of our legislators; if the latter, it is a very unpleasant comment

upon their manner of performing their duty to their fellow provincialists.”

The following remarks from the same paper, shows the inefficiency of the machinery at work; extravagance in the expenditures, and the inattention of our public men to the subject. It is the more strange that this diminution in schools, and school-going pupils should take place in New Brunswick, while our Colonial neighbors are marching onwards in educational improvement.

We have no doubt if the Trustees had charge of the schools in their respective Parishes, and paid for their services, that education would receive a fresh stimulus:—

“When the Report of the Chief Superintendent of Schools for 1859 was laid before the Legislature, pursuant to law, it should have been examined, and its tabular contents compared with former reports. In the first place, individual members might have glanced at the number of schools reported for 1859—namely, 818; then examined the number reported in 1857, under the much abused School Law passed in 1852, which number would have been found to be 892; then examined the total number of pupils on the registers in 1859, which was 25,758; while in 1857 there were on the registers 29,973. Perhaps they would have said to themselves, if the present board of officers have 74 schools and 4215 pupils less to look after, certainly the expense must be less. Let this be examined—“Amount drawn from the Treasury for the Parish School service for the year 1859, £23,712 10s.;” while the total amount drawn for the same purpose for the year 1857, was but £21,048 9s. 6d. We imagine they would then open their eyes in wonder, and exclaim—“What! seventy-four schools closed, over four thousand