

**THE CHIEF SUPERINTENDENT.**

We regret to notice that the rumour is revived that Chief Supt. Crocket is to be removed from office. We believe that it is only a rumour, and that the leader and men who compose the government of this Province are too broad minded to permit local or personal differences, if any such exist, to prejudice the educational interests of the whole Province.

No department of the public service is more sensitive at changes than that of education, and where there is a competent head none but the most weighty reasons could justify removal.

Supt. Crocket has for nearly all his life served this Province faithfully and acceptably as teacher, inspector and normal school principal.

The office of Chief Superintendent was not solicited by him, but was offered him as a recognition of his services in educational work. This principle of deserved promotion is one that the teachers should jealously guard, and any infringement of it would be resented by the whole body as endangering the educational interests of the Province and would be regarded by all as the inauguration of that system which has proved so detrimental to the school service of the United States.

**TEACHERS' TRAINING.**

Professional training for teachers has become a recognized necessity in all countries. Canada is fully abreast of the times in her recognition of this principle, and the people of New Brunswick can congratulate themselves on the fact that they employ few untrained teachers. In the neighboring State of Maine a majority of the teachers employed have no training of a professional nature. This does not arise from any want of appreciation, but from a lack of facilities for imparting such training. While we have a well equipped Normal School in New Brunswick, we are very far behind many other States and Provinces in the United States and Canada, not only as to the time devoted to professional training, but as to the scope and nature of the work in that department. The acquisition of scholarship should form no part of the regular work of a Normal School. The backward condition of our common schools at the time of the enactment of the present free school system, rendered it necessary that school work should form a part of the curriculum of study. After twenty years of free common schools we still find a large portion of the time of the student teachers devoted to the acquisition of scholarship and the examination papers of teachers so framed as to lay more stress upon this than on pure professional

requirements. That scholarship is necessary, is admitted, but the examination for it should come before, not after, the student's admission to a Normal School, and we think that the condition of our schools now warrants these examinations as a preliminary to professional training. With the examinations as now given there can be no doubt but that anxiety to excel in mathematics, science, etc., subordinates to a certain extent the desire of the student to become a successful teacher of those branches.

**EDUCATIONAL REPORTS.**

We have just received the annual report of the superintendent of education on the public schools of Nova Scotia. It indicates continued progress. In the winter term of 1890, 2,142 teachers were employed and 2,109 schools were in operation; increase over the preceding year of 35 and 40 respectively. In the summer term the numbers were 2,287 teachers and 2,243 schools, an increase of 30 and 50 respectively.

The salaries of *first* class teachers, male and female, improved on the average by about *two* dollars per annum; while the salaries of the lower grades diminished from *one* to *three* dollars. Cumberland county had the best attendance at school, viz., 1 out of every 3.3 of the population by the census of 1881; 1 in 4.2 was the Provincial average.

There was an increase of 423 pupils in the winter term over the 82,371 common school pupils of 1889. But there has been, according to the tables, a decrease of 857 in the number receiving lessons on health, and 5,754 on moral and patriotic duties, and of 273 on temperance. If statistics mean anything there was a backward movement during the winter in this department.

"Singing by note" diminished by 1,604, but "singing by theory" increased 1,797, an improvement in quality, if not in quantity as much as it should be. Grammar went back 30 and 61. Geography went back in grades III., IV., V., and VI. So did history, arithmetic, geometry, and some other subjects.

During the following summer term there was visible a great improvement on the previous summer. 3,615 more children received health lessons, and 4,023 lessons on moral and patriotic duties, and 5,201 on temperance. Lessons on nature were given to larger numbers; but there was still a decrease in geography in the lower grades, and a little in history.

But we cannot note a hundredth part of the thoughts suggested by these eloquent columns of