

rious speakers on this occasion shewed conclusively the superiority of this system over that of others.

The line of demarkation is easily drawn; for if we compare the school attendance in New Brunswick, being hardly one-ninth of the population, with that of Canada, and the New England States, who send one-fourth of their number to school, and who have large local libraries everywhere throughout the country,—the superiority of the sys-

tem, which prevails in these countries, —free schools is at once obvious.

The meeting adopted another resolution, authorising an assessment to be made to raise *eight hundred pounds* in aid of education; and the district school committee was requested to procure by lease, suitable sites for building school houses on.

This is a move in the right direction, and we wish the inhabitants of Carleton a full measure of success!

Educational Lectures.

EDMUND H. DUVAL, Esq., the Inspector of Schools for the south-eastern District of New Brunswick, has just concluded his second visit eastwards. In addition to the examination of the schools, Mr. Duval delivers lectures in some of the principle settlements in his district:

A few days ago we had the pleasure of listening to one of these lectures, and as each lecture, we are informed, is substantially the same,—we give an outline of the leading topics referred to by the lecturer.

The attention of the meeting was directed to the general apathy that pervades society on the subject of general education; and the carelessness on the part of the guardians of youth as to whether the children were educated at all or not, and what kind of education they got. The necessity of securing the services of teachers who are morally and intellectually competent to take charge of the schools, was shown to be of primary importance; and the too prudent system of employing teachers on the ground of cheapness,—on the ground that “anybody will do” to prepare the minds of the immortal youth of the land to fill the various offices, and undergo the toils and cares of life, was justly condemned. School-houses, or the “miserable little hovels,” as the lecturer very properly designated many of them, came in for a share of attention. Many of the school-houses within the lecturer's district, were represented as unfit for the reception of cattle and horses;—some of them were so cold during the winter season that the teachers had to wear two coats at a time, and also mittens, during school hours;—how the children fared, or how much clothing they wore, during this frigid state of the school-house atmosphere, we were not informed. Other houses were de-

scribed as having so little space between the upper and lower floors, that there was not sufficient head room; and so confined that the air within was highly charged with unhealthy gasses;—thereby endangering the health of the inmates. In one district to which the lecturer referred, the school-houses were so uniform in appearance, and so equally unfit for the purposes intended, that it was concluded that one man had built them all. We can add to the testimony of the lecturer on this point, and refer to large and wealthy communities, where the dwelling-houses and barns present a creditable appearance, while the school-houses are miserable, contracted “log-huts;” and some of them without the necessary benches or desks; and others with benches and desks disproportioned in height, to the actual comfort of the children. There is no one feature in the educational appurtenances of the country, that calls more loudly for improvement than that of school-houses.

A slight reference was made to the want of books, maps and blackboards. This is a subject to which we have repeatedly called public attention; and it would be very advisable in Mr. Duval to call attention, in his lectures throughout the country, more fully to this subject. It is well known that there is a great want of suitable school-books in our schools; many of the schools have few or no books; only as the teachers supply them at their own expense; and many of the Books in use are very imperfect,—conflicting with each other; others set forth views, prejudicial to the growing interests of the Provinces; many of the geographies and atlases in use in our schools are from the United States whose resources are set forth in glowing terms, while the peculiarities of the British Provinces are either not treated on