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# The Parish School Advocate,

## AND FAMILY INSTRUCTOR:

### FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

THE PARISH SCHOOL ADVOCATE, and FAMILY INSTRUCTOR: is Edited by ALEXANDER MONRO, Bay Verte, New Brunswick, to whom Communications may be addressed,—  
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VOL. I.

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#### PROSPECTUS.

**W**E propose to publish a Monthly Magazine, under the above caption, to be devoted principally to the advancement of Parish School Education in the lower provinces of British North America.

While other countries have their numerous periodicals devoted to the advancement of education, and all departments of provincial interest in these provinces are fully represented, that of Education is without any special advocate.

This deficiency we propose, in a measure, to obviate, by publishing a periodical, in the columns of which we shall endeavour to call attention to this important subject, and do all in our power to encourage parents, teachers, and governments, in the education of the youthful mind.

#### P L A T F O R M .

1. FREE SCHOOLS, and their support to a limited extent by direct assessment.
2. The BIBLE, the testmark of moral obligation, without which education is useless.
3. No POLITICS, further than what relates to education.
4. Articles on general literature will be admitted when space permits.

## PARISH SCHOOL SYSTEM OF CANADA.

As we anticipate, during the present Legislative Sessions of Nova Scotia and New Brunswick, the enactment of laws for the better encouragement of education in these respective provinces; and as the forthcoming enactments will probably embody some of the principles of the Upper Canadian system, we propose briefly to review that system. In order that those of our readers who are not acquainted with its nature and workings may be the better prepared for the introduction of a law, either in part or in whole, which is working so well in Canada West.

Upper Canada, like many other countries, has from time to time introduced measures with a view to the improvement of its educational condition, all of which have proved fruitless, until the law recently introduced into Western Canada, which is a compound of various systems. This system has for its foundation, *Normal and Model Schools*. These schools were established at a cost of £25,000,—the land connected therewith comprises seven and a-half acres. Of the grounds, two acres are devoted to a botanical garden, three to experiments in agriculture, and the remainder to the buildings and gymnasium. Hence the whole course of study is practically illustrated by lectures. Each semi-annual session of the Normal School lasts five months.—Male students entering are required to be eighteen years of age, and females sixteen, and have to produce certificates of good moral character, and also to certify their intention to devote themselves to the profession of teaching.—Pupils are admitted to the Normal School free of tuition charges, and have to remain over two sessions; and those who obtain a first class certificate receive five shillings per week; they are required to attend once a week on the religious services of the denomination to which they respectively belong. Both male and female are admitted into the Model Schools at a very moderate charge.—The numbers who annually attend these two kindred institutions generally exceed five hundred. The Grammar Schools of Upper Canada, nearly 70 in number, are the connecting link between the district schools and higher institutions of education. Each teacher is required to be a graduate of some university. In

each grammar school, classics, mathematics, and the physical sciences are required to be taught. These schools are of a high order, and are productive of much good—they are, in fact, the higher colleges of the people.

The next in order, and the most important, are the common schools—important because they form the direct educational centres of the people at large. The system of Canada West, which has been much extolled for its efficient and successful working, is principally attributed to Dr Ryerson, and may be said to embrace a combination of all that is excellent in the various educational systems extant. The machinery is similar to that of the New York system; the manner of supporting the schools is derived from that of Massachusetts—supported by a property tax—and is free to all without distinction; the textbooks in use are those published by the National Board of Education in Ireland; and the Normal system is adapted from that of Germany. The country is divided into school sections of suitable extent, and each section is under the management of three trustees, who hold office for three years, one of whom is elected by the householders of each section. Their duties are to ascertain what amount of funds are necessary for the services of teachers, the furnishing of schools, etc.; and to report the state of the schools to the superintendent. The assessment principle is managed by the trustees, by first calling a public meeting of the inhabitants. The law prescribes the duties of teachers, while it grants them full protection. The teacher, before entering upon his duties, is required to have a legal certificate of qualification, and to be of good moral character. A public quarterly examination is also to be held in each school, when parents as well as public officers may attend, and see the progress made. Each County has a council, who appoint superintendents; the superintendents thus appointed are required to visit each school, at least twice a year, and deliver a public lecture on education in each school, once a year; divides the school monies among the several schools within his jurisdiction; gives schools to qualified teachers on the order of trustees; aids in the examination of teachers; de-

icides disputes relating to schools, etc., and reports to the chief superintendent according to forms prepared for that purpose. For this amount of labour he gets twenty shillings per annum for each school under his jurisdiction. The schools are visited quarterly by local superintendents, all clergymen, judges, members of Parliament, magistrates, aldermen, and members of county councils. The law also authorises the holding of general meetings of school visitors in their respective municipalities "to devise such means as they may deem expedient for the efficient visitation of the schools, and to promote the establishment of libraries, and the diffusion of useful knowledge." There is a council of public instruction for Upper Canada, who give instruction as to the examination and arrangement of teachers in order to their classification into three classes. There is also a board of public instruction in each county, consisting of local superintendents, and the trustees of the county grammar schools.—These county boards are composed principally of clergymen of different denominations, associated with a goodly number of intelligent laymen in each county, "so that the county has the best guarantee that its circumstances will admit, for the moral character and intellectual qualifications of its teachers." The law holds the municipal council for each county responsible for raising at least an equal sum for services of teachers in their several townships within its jurisdiction with that annually apportioned out of the public revenues of the country. The chief superintendent appropriates the money, and the county councils appoint the local trustees of the school fund, and also the local superintendents of schools, and provides for the services. Provision is made for teachers receiving their amounts in full at stated times.—The legislature has made large appropriations for school libraries, and the different councils have authority to raise any sums they think proper for public school libraries. Every city and town elects a board of trustees, who hold office for two years, one retiring monthly. Incorporated towns elect six trustees, two retiring from office and two elected each year. These boards, thus constituted, determine upon the numbers and kinds of schools, employment of teachers, and the expenses necessary for the schools within their jurisdiction. Pro-

vision is also made for libraries for each city, town, and village. The council of public instruction has the management of the provincial normal schools throughout Upper Canada.

The duties of the chief superintendent, who is a member of the council of public instruction, is, to apportion the school fund to the several municipalities, regulate the libraries, prepare forms of reports, give instructions as to teacher's institutes, decide disputes, superintend the normal school, recommend plans for school-houses, prepare annual reports, correspond with local school authorities, and in fact, use every means in his power to advance education and diffuse useful knowledge throughout Canada West. He is responsible for his official acts, and for all monies which may pass through his department.

The government have apportioned 1,000,000 acres of valuable land for the benefit of the schools of both Upper and Lower Canada, besides an annual grant of £50,000, which is equally divided between the two Canadas,—now one province.

Such, then, is a brief outline of the Upper Canadian system of advancing education, through the efficiency of which teaching has really become an art,—education being dealt out to all classes without distinction of sex, age, or condition in life,—it is as free as the running brook in the way, its animating effects are felt by all who have availed themselves, and nearly all have, of the benefits of this scheme.

The adoption of the system is voluntary, and it is left discretionary with each section of the county whether it will adopt it in all its various departments or not; and every provision is made to secure a proper expenditure of the monies, and not allow it to be wasted on ignorance or vice. Hence, every part of the superstructure is well guarded, and fitted together by simple, and easily enforced enactments.

THE LOWER CANADIAN PARISH SCHOOL SYSTEM differs very much from that of Upper Canada, and, in consequence of its transition state, we notice it briefly. Its chief features are, separate schools,—Catholics, who form the great majority of the inhabitants, have their own schools, and Protestants theirs also; consequently, it is not uncommon to see two schools in a thinly populated neighbourhood, where, if there was but one,

it would be but sparsely attended and supported. A superintendent of education presides over the whole system, aided by school inspectors. Teachers are licensed by boards of trustees, who are also examiners, and composed of both Protestants and Catholics. Teachers lawfully authorized, and when properly qualified, are allowed to teach model schools.— High schools are established, where teachers may be instructed in the higher branches of education. This part of the system is found to be highly important.

The schools of the eastern townships, principally English, are in a more heal-

thy state than those of the other sections of Canada East. Lower Canada is principally inhabited by French. It is believed that the system of advancing education in Upper Canada, from its superior workings, will ere long be introduced all over the province of Canada.

Although the difference in population between Eastern and Western Canada, is but small, still, Canada West sends nearly double the number of children to school, of that of the eastern section; which evidently proves that there is something wrong, either in the machinery at work or the people who work it, or both.

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## GRAMMAR SCHOOLS.

THE next step above the common schools, stands the Grammar schools.— In New Brunswick, according to the existing law, each of the fourteen counties into which the province is divided, is entitled to £100 from the public revenues, when the inhabitants subscribe £50, in support of a grammar school.— In these schools, the higher branches of education are required to be taught.— In Nova Scotia, there may be a number of grammar schools in each county, each drawing a government allowance, varying in amount from £25 to £100. Many of these grammar schools do not receive more from the revenues of the province than that awarded to a first class parish school teacher in New Brunswick, £37 10s. It cannot be expected that the grammar schools of a country will be in a very flourishing condition, while the remuneration is so very small. The sum awarded, even by New Brunswick, is too small to secure the services of a properly qualified teacher.

In place of establishing normal and model schools in each province, at a heavy cost, we feel confident that it would be much better to convert the grammar schools into schools for the instruction and training of teachers of common schools. If there was such a school for each county, or one for two counties, where the youth of each county could be prepared for teachers without leaving their own community, a different feeling would be established in favour of education—the inhabitants of each county, having the whole machi-

nery within themselves, would vie with each other in the march of improvement, and become more self-relying than if the whole were concentrated in one establishment, over which the people would consider they had no control, and the whole only a waste of public money.— In the establishment of local grammar schools, each embracing the normal and model systems of preparing young men for teachers, let a board of trustees be appointed, composed of the clergymen of the various religious denominations in each county, with a goodly sprinkling of intelligent laymen from each parish, then an interest would at once be manifested which would give a powerful stimulus to education throughout the provinces. Hence, each parish school would be provided with a properly qualified teacher, whose moral character and other qualifications would be known to the board of trustees, and the public would not be imposed upon by persons professing to teach who know nothing of the art. Such a system might be organized on a simple and cheap footing, and at the same time be made sufficiently exalted for young colonies like the maritime provinces of British North America, whose inhabitants do not exceed 600,000, and these scattered over 35,000,000 acres of territory.

We think a lesson has been taught us in the establishment of the Fredericton and Windsor colleges, at a cost far above the ability of the provinces to pay, and long before these infant colonies were prepared for them; and now to convert

King's College at Fredericton into a university institution of education at a cost of £3000 per annum, while New Brunswick is annually bestowing large sums of money on sectarian academies, situate in most every village of the province, would be neither more nor less than labour lost.

We may be asked, why not introduce the normal and model systems, which are found to work so well in Western Canada? We answer, that circumstances are against us. Upper Canada is a large, fertile, and rapidly increasing country, with a population numbering over 1,000,000 inhabitants: while Nova Scotia, a long settled colony, contains 300,000, New Brunswick, 220,000, and Prince Edward Island 72,000, amounting in the aggregate to little over half the population of Canada West. The lands and buildings, etc., comprising the normal and model school premises of this section of Canada, cost £25,000, besides heavy annual expenditures.—We admit that the mere question of

pounds, is but a small consideration in connection with a proper system of education. But it is not to be taken in a practical point of view simply as we may see it: but how will it be viewed by the body politic—the people who have to pay for its support, and whose duty might be considered to be to unite in rendering such an institut on a provincial boon.

We have long been of the opinion, that central establishments of this nature, however well founded, and however much admired at the time of their establishment by their promoters, have a tendency to lose their value among the mass of the people, and others more local, such as county organizations, take their place. There is a very general inclination among mankind, to look to their own local wants, and at the same time loose sight, to a very great extent, of objects centered at a distance, and apparently out of reach and above their controul.

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## REVIEW OF THE REPORT OF THE EDUCATIONAL COMMISSION OF NEW BRUNSWICK.

THE Legislative session of 1854, authorised the Government to appoint a Commission "to inquire into the present state of King's College, its management and utility, with the view of improving the same, and rendering that institution more generally useful, and of suggesting the best mode of effecting that desirable object; and should such commission deem a suspension of the present charter desirable, then to suggest the best mode of applying its endowment in the mean time for the educational purposes of the province."

The commission, which was composed of the honorables John H. Gray, John S. Saunders, and James Brown, members of the Legislature of New Brunswick, and Dr Ryerson of Canada, and James W. Dawson of Nova Scotia, made their report in 1855.

The commissioners, in speaking of a collegiate system of education, "best adapted to the circumstances of New-Brunswick," say, "we were unanimously of opinion that it ought to be at

once comprehensive, special, and practical; that it ought to embrace those branches of learning which are usually taught in colleges both in Great Britain and the United States—and special courses of instruction adapted to the agricultural, mechanical, manufacturing, and commercial pursuits of New Brunswick." The "special courses" here referred to, are to consist of civil engineering and land surveying—embracing English language and literature, mathematics, general physics, chemistry, surveying, drawing and mapping, mechanics, hydrostatics, mineralogy and geology, and civil engineering, including the principles of architecture.—  
\* \* \* \*

"The second special course of study is that of agriculture—embracing the English language and literature, chemistry, elements of natural philosophy, zoology and botany, theory of agriculture, physical geography and history, mineralogy and geology, surveying and mapping, history and diseases of farm

animals, practice of agriculture and book-keeping.

"The third special course of study is that of commerce and navigation—embracing the English language and other modern languages, arithmetic and book-keeping, physical geography, chemistry, mathematics, natural philosophy, English literature and history, law of nations and commercial law, and navigation."

Such is a tautological skeleton of the principal subjects, under the head of special courses, recommended to be taught in the proposed university, and the schools to be connected therewith. We hold that our county grammar schools should teach the principal part of these branches of study, at least such of them as are found to be practically useful in a young country like that of New Brunswick.

On the subject of *religious instruction*, the commissioners very properly and justly say, "there should be no difference of opinion in a Christian land and among a Christian people. *No youth can be properly educated who is not instructed in religion as well as in science and literature.* The question is, not whether each youth shall be religiously instructed, but how far it is in the power, and therefore the duty of the government to give such religious instruction? In a free country, the government is a reflection of the sentiments of the people and the executor of their will. As the government is not constituted to represent and inculcate the sentiments of any one religious persuasion (in contra-distinction to those of other religions persuasions), so it would be false to its duty and character to attempt to do so. But the government, if not as representing the collective sentiments of all religious persuasions, yet as being at least the guardians of their equal rights, should require that the evidences, the truths, and the morals of Christianity should lie at the foundation of all public collegiate instruction, and the spirit of Christianity should pervade its whole administration. As to the teaching of what is peculiar to each religious persuasion, this clearly appertains to such religious persuasion and not to the government. It is confessedly the duty of each religious persuasion to provide for the religious instruction of its own youth; and the re-

sponsibility of performing or neglecting that duty rests with such religious persuasion and not with the government."

The commissioners, in further treating on this important part of the subject, endeavoured to show that the college might be made "non-denominational, yet" afford facilities "for giving denominational religious instruction, without infringing upon "the religious rights or scruples of any class."

After recommending courses of instruction, both moral and intellectual; and that the students, as is the practice in more enlightened communities, should board in private houses, the commission goes on to enquire "as to whether King's College, as now constituted, is adapted to give effect to the system of instruction which we have thus explained and recommended," say "it is not constituted to give such a system." The college thus found defective, the report recommends its re-organization by being placed under the control of a senate, who "should make all the regulations relative to the courses of study, government, and discipline of King's College, the collegiate school, the normal, grammar, and parish schools, and school libraries, the selection of text and library books," and that "the whole system should be under a Chief Superintendent of education, who, as well as the senate, should be subject to all lawful orders and instructions which may be issued from time to time by the government in council." Thus say they, "there will be connexion and unity in the whole system, from the parish school up to the university. The parish schools lie at the foundation, and are intended to furnish a proper elementary education for the whole community—based and conducted upon Christian principles—not violating the principles of civil and religious liberty by compelling any child in matters of religious exercises and instruction against the wishes of his parents or guardians—but securing to every Protestant child in the land the right of perusing 'the Bible'—that Word of God, which is the infallible text-book of his faith, the choicest patrimony of his forefathers, the noblest charter of his rights as a man and a Christian. The grammar school should be conducted on the same principles as the parish school and the colleges, and should teach those subjects, the knowledge of which is na-

cessary for matriculation in the university, the colleges of which will complete the work of education in all its great departments and most important applications. The same principles and spirit would pervade the entire system: the basis of education in the parish schools would be the same for the whole community—at least so far as public or government provisions and regulations are concerned—not interfering with private schools or taking them into account; but as soon as the pupils were to advance to the limits of instruction prescribed for all, then those whose parents could no longer dispense with their services, would enter life with a sound elementary education; those whose parents might be able and disposed to assist them in acquiring a higher education, would proceed to the grammar schools and collegiate institutions, in order to pursue some one of the courses of study that will best qualify them to advance their own interests and those of their country, in the capacity of farmers, merchants, manufacturers, engineers, architects, mechanics, navigators, or professional men."

The report, after giving a synopsis of these enlightened principles of parish school education, as set forth in the last extract, says, in an equally truthful manner, respecting the working of the assessment principle, "that each child in the land has a right to such an education as will fit him for his duties as a Christian citizen, and that every man is bound to contribute according to the property he possesses or enjoys in the land to secure to each child the possession and enjoyment of that right. It is the practical application of this principle that has given to the people of Massachusetts their pre-eminence in mind, wealth, and prosperity; it is the application of the same principle in Canada West, (not by the requirements of state law, but by *local voluntary assessment* of property by the people themselves in each county and parish,) that is giving such amazing impetus to all that is energetic, enterprising and ennobling in that province. The application of the same principle by the people in each parish and county of New Brunswick would uplift the whole mind of the country in the course of a few years, develop and arouse into action its intellectual and physical energies, and add

tenfold more to the value of property (as it is doing in Canada West) than the cost of the process by which such results are achieved, and which are themselves but the germs and fore-shadings of results still more splendid and important. It is individual self-reliance and exertion that leads to individual success and greatness; and what is true of an individual, is true of a neighbourhood, a county, or a province. The inhabitants of New Brunswick have this noble destiny in their own hands; and the responsibility and shame will rest upon themselves if they do not achieve it.— Their magnificent country invites—demands it at their hands; the example and progress of neighbouring provinces and states urge them to it, if they would keep company and maintain rank with those provinces and states."

As the establishment of a normal and model school is a matter of great importance, and should be well understood by every one interested in the advancement of education, and will in all probability form a prominent part in the next school bill for New Brunswick, we may be excused for the length of the following extract from this very able report; and while the reader will see the object of such schools, he will also perceive that the educational machinery connected therewith is both complicated and extensive:—

"There must be a clear and accurate conception of the office and mutual relations of the Normal and Model Schools—for the two Schools form but one institution; the students being pupils in the former, and observers and teachers in the latter. The Normal School consists of teachers or candidates for teaching; the Model School of pupils from five to sixteen or eighteen years of age, and should embrace about two hundred in number. The Model School is partially self-supporting, as the pupils pay fees. The Model School is under the general oversight of the Head Master of the Normal School, but is under the immediate charge of one or more teachers having a Normal School training, and is designed, in its fittings, apparatus, organization, teaching, and discipline, to be a *pattern or model*, according to which each student in the Normal School is expected to conduct his own School when he goes out as a teacher. In the Model School also, each student

of the Normal School spends about half a day each week observing and teaching under the direction of the Master of the School. For example, if there were sixty students or teachers in training in the Normal School, they would be divided into ten classes, each class acting as assistant teachers in the Model School one half a day out of five days in each week. The rest of the time they would be employed in attending lectures and exercises with the (at least) two Masters of the Normal School, in the subjects which are or ought to be taught in the Parish Schools. The Model School is, therefore, an essential appendage of the Normal School—it is the School and standard of practice for students in the Normal School. To have a Normal School without a Model School connected with it, may make theoretical but not practical teachers; while a Model School alone will not make teachers acquainted with the theory and science of the subjects and practice of their profession. The true objects and relations of the Normal and Model Schools being defined and kept in view, the next essential condition of success is, the selection and employment of Masters thoroughly acquainted and imbued with the spirit of their work—men of sympathetic and benevolent hearts, as well as clear and well disciplined heads. An intelligent teacher, under the training of such men for a few months, will acquire twice his former power of managing a school and instructing children. A teacher trained during one or two sessions of five months each, in the Normal and Model Schools of Canada West, will teach all the subjects, except reading, taught in Common or Parish Schools, *without a book*, from his own clear conceptions and familiar knowledge of the subjects, and will do more to *develop the faculties* of children and impart knowledge to them in six months than is done in a year in the ordinary imperfect modes of conducting schools. Of this some of the Commissioners have satisfied themselves by what they have witnessed in Canada. Thus is one half the time of children gained by this system of school teaching and school management, and their mental powers and habits are proportionably improved. It would be folly to expect, as a general rule, a person to be a skilful lawyer, physician, or mechanic, unless trained for his profession or

trade. Experience has proved it to be equally necessary and equally advantageous to all parties concerned, that the teacher should be trained for his profession. Whatever, therefore, may be the expense of a Normal and Model School for the country, it is no less economical than beneficial to the community at large. It will repay ten-fold, if not an hundred fold, what it will cost. When it was proposed to establish the Normal and Model School for Canada West, in 1847, the Legislature granted the sum of £1500 to fit up and furnish buildings, and procure the requisite chemical and philosophical apparatus for the illustration of lectures, and £1500 per annum to support the institution, including salaries, fuel, books, stationery, &c. So satisfactory was the experiment, that spacious premises have since been purchased, and noble buildings erected by appropriations made by the unanimous votes of both branches of the Legislature. The Commissioners have reason to believe, that the Institution of a Normal and Model School, not inferior in character and efficiency for New Brunswick to that at Toronto, can be established by a Legislative grant of one thousand pounds for procuring, fitting up premises, purchasing apparatus, &c., and a grant of one thousand pounds per annum for the support of the Institution, which to ensure its efficient working, should be located if possible in a populous town—where pupils to the number of two or three hundred may generally be obtained, and where the mode of instruction and the progress of improvement, may be under the constant supervision of a watchful and deeply interested public. The advantages of such an institution to the whole Province, cannot be estimated in pounds, shillings, and pence. It is a College for the instructors of the masses of the people, whose School education is wholly dependent on the Parish Schools; while King's College and kindred institutions are for the education of those who can afford the means and time to obtain a higher scholarship. Both classes of Institution are indeed essential to the interests of the Province; for the resources of a country cannot be developed, nor its manufactures and public works established and maintained, nor its institutions perfected and administered, nor its physical maladies and sufferings alleviated.

ed, nor its civilization advanced, without the presence and labours, and succession of scientific and learned men. It is therefore suicidal and barbarous in a country to exclaim against, or not sustain the higher institutions of learning. But it is not less unnatural and barbarous to depreciate and refuse to sustain or establish institutions for the education of the most numerous, as well as most needy classes of people. The Parish Schools are in fact the Colleges of nine tenths of the people; and to despise those Schools, to neglect them, to make or keep the Parish School House the poorest and most comfortless place in the Parish, is clearly most impolitic and unwise. This ought not so to be. The Parish Colleges should be elevated, while the University Colleges should be maintained. The inhabitants of Canada West have resolved that buildings for elementary education should not be less convenient and complete in their kind, than buildings for classical and scientific education. They have required that their Normal College for the education of the working classes of the people should not be less elegant, or less liberally supported, than their University College for the education of the wealthy classes of the people. The effect is, not that learning and wealth are less respected, but that the great body of the people are more elevated, and more capable of respecting and appreciating what is refined and noble in intellect, as well as what is exalted in station, and more able to add to the wealth and resources, and improve the institutions of their country. Knowledge is power of development, power of acquisition, power of improvement, as well as power of control or government. The working classes of the people in New Brunswick have long assented to, and contributed their share towards the endowment and grants to King's College, heretofore almost wholly devoted to the teaching of classical and mathematical learning; the Legislature and wealthier inhabitants of New Brunswick should now be equally liberal in providing for the establishment and support of a Provincial Normal College, designed expressly for the improvement of the Schools and the better education of the great body of the inhabitants. Nor should the liberality of

the legislature be more stinted in making provision for that essential accompaniment of good schools—Public Libraries—by means of which all classes of youth and of the inhabitants may hold delightful and profitable intercourse, especially during the long winter evenings, with the learned, the wise, and the good of all ages and nations, and accumulate stores of knowledge on all subjects of art and manufacture, science and literature, biography and history, that will form a treasure for future years, a thousand fold more precious than the money expended in their purchase.

“ We have dwelt the longer and more earnestly on the subject of the Normal and Model School, because of its vital importance. The testimony of educationists and the experience of the neighbouring States and adjoining Provinces, as also of European countries, are unanimous in declaring, that whatever appropriations may be made, whatever laws may be passed, and whatever may be written or done, in behalf of elementary Schools, no real and general improvement can be effected in them without the establishment and operations of a Normal and Model School.”

In concluding the general report, the commissioners very justly say, “ that the question of education should not be made a party question . . . Religion, learning, patriotism, humanity, all forbid that a subject so vital to the well-being of the whole province, so deeply involving the interests of all classes of the community, should be made the foot-ball of personal or party differences, or be in the slightest degree prejudiced by party rivalry.”

The general report of the commissioners concludes with the draft of “ an act for establishing a comprehensive system of university education in New Brunswick ;” the machinery connected with the carrying out of this act is too complicated and expensive.

It requires, according to the schedule appended, four professors, at £300 each; four teachers, at £100 each; expenses of collegiate school, £350; incidental expenses, £100; senate and examinations, £200; scholarships, £250; dean, £50; superintendent and rector, £500; clerk, £150;—amounting in the whole to £3,200.

## SCHOOL LANDS.

DURING the formation of the early settlements in the lower colonies, large grants of land were made by the legislatures for the benefit of education.—The old colonies, now the United States of America, made liberal appropriations, by way of grants of land, in aid of education. In all the old settlements, formed during the period when Nova Scotia, New Brunswick, and Prince Edward Island were included in Ancient Acadia, extensive grants of land were made in support of churches and schools. It is somewhat strange that such respect was paid to the advancement of education at this early period of the country's history—a period when one would think that legislation would, for the want of knowledge as to the best mode of advancing colonial interests, be very badly directed.

The few, and the detached state of the early settlements—the small number of inhabitants, and the dangers and difficulties that at every step surrounded them, by wild beasts, and hordes of no less ferocious Indians, are matters imperfectly left in history's keeping: but they are matters which every colonist should look back to, and contemplate upon, as of no small interest to us who are this day reaping the benefit of the acts of our first colonial parents. The means derived from these grants have in many instances done much good in the erection of school houses and purchase of books, while in other parts, for the want of proper management, the monies thus derived were expended contrary to the intention of the projectors of this wise and patriotic act of our first colonial legislatures. It would appear, after passing by the course pursued by the early inhabitants of the lower colonies, that this principle of legislating for the benefit of education has been thrown into the shade, and no properly digested plan for the diffusion of useful knowledge adopted. Hence, the educational systems of these colonies are still in a transition state—system after system has been adopted—the last generally worse than the first.

We believe that grants of land should have continued to have been made throughout the provinces as new townships and settlements were formed, for the benefit of parish school education.

Canada, in aid of her school system, has continued to make large grants of valuable lands, amounting in the aggregate to *one million of acres*, from which great annual benefits are derived, and expended in the erection of a better class of school houses, in the purchase of more extensive and valuable school libraries, and in a diffusion of useful knowledge among her rapidly increasing, and enterprising population.

In turning again to our own little colonies, let us apply the truthful adage—"better late than never," and retrace our steps as far as possible, and imitate the course pursued by the early settlers of these colonies, as well as that by Canada and the United States, and make liberal appropriations, of at least *one thousand acres of good land*, in the most central places in each county, from which annual sums of money might be derived, and expended in the promotion of education and the diffusion of useful knowledge among the inhabitants of the respective counties.

There are large tracts of valuable land, situated in different parts of these provinces, some of which are reserved for public uses; other tracts for Indians; and there are other allotments held as church and glebe lands, besides a valuable and extensive tract attached to King's College, at Fredericton.

The lands reserved for public uses, are entirely useless to the public; those allotted to the Indians, generally remain in an uncultivated state, and are doing them but little good, might be disposed of by way of lease, and the proceeds directed to the education of these wandering people; and the church and glebe lands, which are claimed at present by one body of Christians, to the exclusion of all the rest, should be leased also, and the proceeds directed to the benefit of the common schools. In fact, we cannot see any valid reason why the proceeds of all these lands should not be made available to the benefit of parish school education.

It is to be hoped that the anticipated enactments by the legislatures of these colonies, will embody provisions for rendering these, and other lands, available for educational purposes. It is high time to make honourable and patriotic amends for the time past, and prepare

more liberally for the future advancement of schools, before all the lands in the several counties pass into private hands.

The setting apart of lands in each county for educational purposes, would be a first step towards the establishment of county municipalities; the people would have something to call their at-

tention to, and act upon in behalf of education, which, when added to other useful and encouraging enactments, would tend to arouse the latent resources of the public mind to a general participation in the blessings to be derived from a more universal diffusion of useful knowledge.

## SCHOOLS OF WESTMORLAND COUNTY, NEW BRUNSWICK.

We have been politely furnished by John S. Sawyer, Esqr., inspector of schools for this county, with a tabular report of the parish schools of Westmorland, for the year 1857, from which we condense a brief account:—

Parishes.	Population of each Parish.	Total number of Pupils.	Total No. of Schools in operation.	Bpiscop.	R. Cath.	Presby.	Method.	Baptist.	Provincial Allowance.	Paid by Inhabitants.	
Dorchester.	3,620	594	20	3	12	0	3	2	\$346	\$416	
Westmorland.	1,622	556	17	0	0	3	6	2	277	380	
Moncton.	2,665	687	21	2	3	3	6	7	413	599	
Sackville.	3,078	682	20	8	0	1	6	5	287	407	
Botsford.	2,430	504	16	2	4	2	7	1	272	335	
Shediac.	2,895	506	18	2	12	2	1	0	271	336	
Salisbury.	1,504	263	10	0	0	1	9	9	161	175	
		<b>Totals.</b>	<b>178,814</b>	<b>393</b>	<b>222</b>	<b>23</b>	<b>31</b>	<b>12</b>	<b>20</b>	<b>\$207</b>	<b>\$2648</b>

\* Population from the census of 1851

The report of the inspector further shows, that there are 7 first class, 11 second class, and 50 third class male teachers; and 3 first, 5 second, and 41 third class female teachers.

The numbers learning other branches, are:—

Spelling, 3,627; reading, 3,326;

writing, 2,618; arithmetic, 1,862; English grammar, 982; geography, 678; history, 324; book keeping, 160; *common needlework*, 650; geometry, 54; mensuration, 26; land surveying, 17; navigation, 12; algebra, 17. It will be observed that while there were seven first-class male teachers, and eleven first-class female teachers, there were only an average of twenty five students in the five higher branches of education—enough to make up one fair school; while the average learning to spell, read, write, etc., is nearly 2000.

These figures give rise to a question as to the utility of requiring more than the ordinary branches taught in the common schools, and whether it would not be better to establish superior schools in such localities as may require them, and not leave teachers who have obtained a first-class ticket, to locate themselves where they please, and draw the highest salary from the revenues of the province, for simply teaching a few children to spell, read, and write, when the same could be taught as well by a third class teacher, who is properly grounded in these branches and the best manner of conveying instruction. Every teacher, if possible, should be placed in a position to be most useful in his vocation according to his qualifications, and not have men highly educated teaching the first elements of a child's education, while the mere tyro in the art of teaching is placed in a school where branches are required to be taught, respecting which he is in a high degree ignorant. There is, also, according to the population, a very remarkable difference in the number of pupils sent to school by each parish. The parishes of Moncton and She-

diac, being railway stations, have increased very rapidly, especially the former. Still, they have not increased in school attendance accordingly. The parish of Westmorland, with not more than one-third the population of either of these parishes, nor more than half that of Dorchester, or any of the other parishes, Salisbury excepted, sent nearly as many children to school.

The next feature worthy of notice, is the religious persuasion of both teachers and people. The parishes of Dorchester and Shediac are about three-fourths French Catholics, Botsford about one-half, and Moncton one-fourth Catholic, while the other parishes are principally composed of Protestants. There are several settlements of Irish Catholics scattered throughout the county, who differ entirely from their French co-religionists in the extent of their education, and the march of general improvement.—Although the founders of these settlements, emigrants from Ireland, were generally speaking without education, still it is not so with their families, for they are keeping pace, and, in innumerable instances, exceeding many of the Protestant families around them in the acquisition of knowledge, while the French inhabitants, on the other hand, are far behind in this respect.

In the parish of Botsford there were only sixteen schools, twelve of which were located among the Protestants and

Irish Catholics, the remaining four among the French, who form half the population. Religious animosity does not exist, and in many instances the teachers were Catholics, while a large proportion of the pupils were Protestants, and *vice versa*, which goes to show that teachers are more frequently employed as circumstances require, than with regard to their religious peculiarities. There are a larger number of teachers belonging to the Catholic church employed throughout Westmorland county, than there are schools, or pupils sent to school, among the Catholic population, which fully goes to show that there is no need of separate schools for Catholics and Protestants; and what has been said of this county will apply to many, if not the most, of the other counties in the lower provinces. The more we see of this matter, the more are we satisfied that separate schools would only produce religious animosity where it does not exist, besides establishing a large number of miserably supported schools throughout the country, and in fact, in many mixed, and thinly populated communities, unitedly not able to support one school, they would have to do without schools altogether,—destroying that unity, which is strength, and laying the foundation for insurmountable difficulties, without producing any commensurate good.

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## EDUCATION.

“The moral condition of a people depends in a higher degree upon the state of cultivation among females, than is commonly imagined. Their influence over their husbands and children, for good and evil, is in all cases great, and it is fit that such influence should be directed to good.

“This principle has been far too much lost sight of in the education of females, and they have been trained, as it were, for one exclusive purpose, as to be got rid of in marriage; and not as partners with man in common lot.

“When the attraction of a young face, and the novelty of youthful manners have worn off, there is left little of sympathy with the pursuits of the husband, or acquaintance with those de-

partments of knowledge, on which his habits and occupations naturally lead him to converse. The dry utterance of scientific terms, without a knowledge of the uses and application of the science, or the details of history, without the knowledge of its spirit, is to all valueless; and the deficiency is to be supplied only by extensive and various reading. But this is precisely the point where the education of females fails; they are not taught to read, to analyse and digest the matter read, whether it be novel, history, or biography. If, instead of abandoning all, or nearly all mental occupation at the period of leaving school, a course of study calculated to develop and keep in exercise the reflective faculties were commenced and perseveringly

continued for the next four or five years, the wife would have some share of the attractions of the intelligent conversationalist, and, without trespassing on the field of the dry, dull, political or scientific discourse of the professional person, might supply in actual life some portion of the imaginative and animating by which its real cares are driven away.—A stupid man would in such cases gain some vivacity, and discover powers that had been enfeebled by the constant reference of his thoughts to mercantile or professional objects.

“What this course of study should be for people of means, might be easily determined. When a governess employed to teach the mechanics of education has been dismissed, let a lady of refined taste and good judgment be engaged to carry on a course of reading with the pupil; carefully analyzing every word read; applying all knowledge applicable, and examining new views referred to by the author, and noting fresh facts, taking care throughout all these readings to lead the pupil to talk on the subject, and point out the passages illustrative of her views.

“Added to this, the habit of reading well aloud, should be encouraged, both to discover whether the meaning be fully understood by the reader, and to produce an accomplishment of more extensive utility to others than even music, that of presenting the views of an author by reading so as to give them all their force. How few men or women can read! How few, therefore, are good orators, or good conversationalists, or even good writers! How great a blessing to a sick and languid person, too ill to exert his own powers, is that of having a companion who can so read as to bring the pictures presented by written composition dramatically to the mind's eye!—With such powers, at any time, there need be no lack of society; the best authors may be brought, as it were, into personal converse; and the family stock of information constantly relieved of its barrenness.

“But the importance of female education is great, on account of the share of mothers in forming the infant mind. The very young acquire, by a sort of involuntary imitation, the language, the habits, failings and manners of the parents, especially of the mother, with whom they most constantly associate;

and the labours of the school are more or less lightened in all things, according to the progress previously made during the period of involuntary infant learning.

“The scope of education, in both sexes, must be determined by its object. The grand object is to unite in the highest possible degree the combination of the speculative and practical characters in the same person. The former, when once set a going, proceeds in a far more rapid course of improvement than the latter; the manual or mechanical operations being far slower and less exciting than the mental volition.

“From the exclusive attention to intellectual studies, the speculative has far outrun the practical, and lost the power of patient application on which the solidity and completeness of the speculative is dependent. In short, the whole number of persons trained by the present system of education the far greater number are deprived of habits of industry, of bodily or mental application.—Hence, though remarkable for refined sentiments and generous emotion, they seldom second these by corresponding efforts. But this in a still greater degree is the case with the power of bodily application. Hence, men of genius have become distinguished as men of idleness; often, as dissipated and immoral. They depend upon intellectual excitement, and having no physical toil to subdue the physical excitement, or divert the mind from the more exhausting efforts of intellectual pursuits, their lives are a succession of states of excitation and depression. Wanting energy, physical or mental, they speedily become indolent; fond of dreaming, and mere idle reading, but incapable of either mental or bodily application. This one fault runs through the whole of the general systems of education. Addressed as they are to the purely intellectual, they fail because the purely intellectual is useless; except in reference to its power over the physical; which power it cannot possess except by a course of discipline, uniting both the intellectual, physical, and moral faculties in the same concurrent course of development. The moral is but the habitual effect of the intellectual and the physical trained to right uses. A moral man is one who has self-control, and therewith, and in consequence thereof, the habitual exercise

of what is morally good. But this self-control is dependent, naturally and mentally, upon physical control, and this again is the result of intellectual control, constantly actuating the physical. To be a moral man is not to be a mere man of sentiment. A man may think all good, and yet be so weak of purpose as to be capable only of evil, which unrestrained physical incitements may force upon him. The whole man must be educated,—the intellectual,—the physical,—and the moral; and this is not done by wise laws, but by discipline constantly bending the faculties of the individual to suitable purposes.”

Westminster Review.

This subject is briefly delineated in the following article, from the pen of Dr McVICKAR, Professor of Political Economy, Columbia College, N. Y. :—

“ 1.—How is a nation to grow rich and powerful? Every one will answer: By cultivating and making productive what nature has given them. So long as their lands remain uncultivated, no matter how rich by nature, they are still no source of wealth; but when they bestow labour upon them, and begin to plough and sow the fertile earth, then they become a source of profit.

“ 2.—Now, is it not precisely the same case with the natural powers of *mind*? So long as they remain uncultivated, are they not valueless? Nature gives, it is true, to the mind *talent*, but she does not give learning or skill: just as she gives to the soil *fertility*, but not wheat or corn. In both cases the labour of man must make them productive.

“ 3.—Now, this labour applied to the mind, is what we call *education*, a word derived from the Latin, which means the *educing* or bringing forth the hidden powers of that to which it is applied.—In the same sense, also, we use the word *cultivation*: we say ‘cultivate the mind,’ just as we say ‘cultivate the soil.’

“ 4.—From all this we conclude that a nation has two natural sources of wealth: one, the *soil* of the nation, and the other the *mind* of the nation. So long as these remain *uncultivated*, they add little or nothing to wealth or power.

“ 5.—Agriculture makes the one productive, education the other. Brought under cultivation, the *soil* brings forth wheat and corn and good grass, while the weeds and briars and poisonous

plants are all rooted out; so *mind* brought under cultivation, brings forth skill and learning and sound knowledge and good principles; while ignorance, and prejudice, and bad passions, and evil habits, which are the weeds and the briars and poisonous plants of the mind, are rooted out and destroyed.

“ 6.—An ignorant man, therefore, adds little or nothing to the wealth of the country, an educated man adds a great deal; an ignorant man is worth little in the market; his wages are low because he has got no knowledge or skill to sell. Thus in a woolen factory a skilful workman may get \$10 or \$15 a week, while an unskilled workman must be content with \$2 or \$3.

“ 7.—In a store or counting-house, one clerk gets \$1000 salary, because he understands book-keeping or the value of goods, while another, who is ignorant, gets nothing but his board. In those countries where the unchristian practice still prevails of buying and selling their fellow men, a slave who has skill as a mason or a carpenter, will sell for five or six times as much as a common hand who can do nothing but labour.

“ 8.—We see this difference, too, when we look at nations. Thus China has ten times as many inhabitants as England, but England has a hundred times as much skill; therefore England is the more powerful of the two, and frightens the government of China by a single ship of war.

“ 9.—Thus, too, among the nations of Europe, Prussia is more powerful and prosperous than any other of the same size on the continent, because all her people are educated, and that education is a *Christian* one, making them moral and industrious, as well as skilful.

“ 10.—If, then, the education of the people be necessary to the prosperity of the nation, it is the duty of the government or nation to provide for it: that is, to see that no child grows up in ignorance or vice, because that is *wasting* the productive capital of the country.

“ 11.—This education, too, should be a *Christian* education, in order that children when they grow up should be honest, faithful, and temperate; for if a man be a liar or a drunkard, his knowledge and skill is worth little to the country, because he will be neither trusted nor employed.

"12.—None know the value of education but those who have received it; it is therefore the duty of every child who has been well educated himself to use his influence when he grows up to extend it to others. and if he be a legislator, to make it national and universal in his country."

### GAINS OF THE ENGLISH LANGUAGE.

THERE are periods, as we have seen, when this goes forward much more largely than at others; when a language throws open, as it were, its doors, and welcomes strangers with especial freedom; but there is never a time, when one by one these strangers and foreigners are not stepping into it. We do not for the most part observe the fact, at least not while it is actually doing.—The great innovator, Time, manages his innovations so dexterously, spreads them over such vast periods, and therefore brings them about so gradually, that often, while effecting the mightiest changes, he seems to us to be effecting none at all.

It is, indeed, well nigh impossible to conceive any thing more gradual than the steps by which a foreign word is admitted into the full rights of an English one; and thus the process of its incoming often eludes our notice altogether. It appears to me that we may best understand this, by fixing our attention upon some single word, which at this very moment is in the course of becoming English. I know no better example than the French word "prestige" will afford. "Prestige" manifestly supplies a want in our tongue; it expresses something which no single word in English could express; which could only be expressed by a long circumlocution; being that moral influence which past successes, as the pledge and promise of future ones, breed. The word has thus naturally come to be of very frequent use by good English writers; for they do not feel that in employing it, they are deserting as good or a better word of their own. At first, all used it avowedly as French, writing it in italics to indicate this. At the present moment some writers do so still, some do not; that is, some regard it still as French, others consider that it has now become English, and obtained an English settlement.

Trench.

### FALSE SYNTAX.

To say that a thing *looks* when we look at it, is an idiom peculiar to our language, and some idioms are not reducible to rules; they are conventional terms which pass current, like bank-notes, for the sterling they represent, but must not be submitted to the test of grammatical alchemy. It is improper, therefore, to say "the queen looks beautifully;" "the flowers smell sweetly;" "this writing looks shockingly;" because it is the speaker that performs the act of looking, smelling, etc., not the noun looked at; and though, by an idiomatical construction, necessary to avoid circumlocution, the sentence *imputes the act to the thing beheld*, the qualifying word must express the quality of the thing spoken of, *adjectively*, instead of qualifying the act of the nominative understood, *adverbially*. What an adjective is to a noun, an adverb is to a verb; an adjective expresses the quality of a thing, and an adverb the manner of an action. Consider what it is you wish to express, the *quality of a thing*, or the *manner of an action*, and use an adjective or adverb accordingly. But beware that you discriminate justly, for though you cannot say "the queen looked *majestically* in her robes," because here the act of *looking* is performed by the speaker, who looks at her; you can and must say, "the queen looked *graciously* on the petitioner;" "the queen looked *mercifully* on his prayer;" because here the *act of looking* is performed by the queen. You cannot say, "these flowers smell sweetly," because it is *you* that smell, and not the flowers; but you can say, "these flowers perfume the air deliciously," because it is *they* which impart the fragrance, not you.—You cannot say, "this dress looks badly," because it is *you* that look, not the dress; but you can say, "this dress *fits* badly," because it is the dress that performs the act of fitting, either well or ill.

Live and Learn.

### READING.

Of all the diversions of life, there is none so proper to fill up its empty space as the reading of useful and entertaining authors: and with that the conversation of a well-chosen friend. . . . By reading we enjoy the dead—by conversation the living—and by contemplation

ourselves. Reading enriches the memory, conversation polishes the wit, and contemplation improves the judgement. Of these, reading is the most important, because it furnishes both the others.

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#### MAXIMS OF BISHOP MIDDLETON.

“PERSEVERE against discouragements. Keep your temper. Employ leisure in study, and always have some work on hand. Be punctual and methodical in business, and never procrastinate. Never be in a hurry. Preserve self-possession, and do not be talked out of a conviction. Rise early, and be an economist of time. Maintain dignity, without the appearance of pride; manner is something with every body, and everything with some. Be guarded in discourse, attentive, and slow to speak. Never acquiesce in immoral or pernicious opinions. Be not forward to assign reasons to those who have no right to ask. Think nothing in conduct unimportant and indifferent. Rather set than follow examples. Practice strict temperance; and in all your transactions, remember the final account.”

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USEFUL KNOWLEDGE can have no enemies except the ignorant. It cherishes youth, delights the aged, is an ornament in prosperity, and yields comfort in adversity.

Wisdom in Miniature.

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#### STATISTICS.

NOVA SCOTIA sends one-ninth of her population to school; and New Brunswick one-eighth. This difference in school attendance between these two colonies, arises probably out of the difference in the government allowance, being much greater in the latter province.—Prince Edward Island, where the assessment principle prevails to a limited extent, sends one-sixth of her population to school.

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NEW BRUNSWICK.—King’s College, in Fredericton, since its establishment, has drawn £67,000 of public money, besides rent of land, which amounts to £350 per annum. Every student costs the province £30 per annum. In the Sackville

academies, each student costs the province over £3; while it only costs 11s. 6d. public money, per annum, for each child’s attendance at the parish schools.

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ERRATA.—On the second column of the second page of the January number, and ninth line from bottom, *for*, “We believe that something more than common needlework is required to be taught,” etc., *read*, We believe that common needlework should not be taught in the schools of a country with over 150,000 unlettered people in it.

On the third page, second column, and 7th line from top, *for* “government schools,” *read*, grammar schools. And in the same column, 9th line, *for* “averaging” *read*, receiving.

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### Special Notices.

TO CORRESPONDENTS.—We invite to our columns, brief articles, touching the interests of education throughout the provinces. All communications, in order to receive attention, must be addressed to the Editor—post paid,—with the name of the author, which will be suppressed, if required. We do not hold ourselves responsible for the views of correspondents.

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✉ We send copies of this Magazine to proprietors of newspapers in different parts of the provinces, from whom we shall be happy to receive copies, monthly, of such papers, containing notices of *The Parish School Advocate*.

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✉ We take the liberty of forwarding copies of “*The Parish School Advocate*” to a number of gentlemen in different sections of these colonies, and pray that they will do us the kindness to put them into the hands of such persons as will take an interest in obtaining subscribers, and forwarding their subscriptions to the Editor, at *Bay Vert, New Brunswick*.

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### The Parish School Advocate,

WILL be published once a month, at the price of 4d. per single number, or 3s. 9d. per annum, payable in all cases in advance.

CLUBS of five, paying for a year, in advance, will be supplied for 3s. per copy; and clubs of ten will be supplied for 3s. per copy, with one additional copy for the getter up of the club.