

No. 2. Teacher pious, and conducts her School in an exemplary manner, but not competent to teach a School of higher class than her present. Reading, Writing, Grammar and Arithmetic. When her term is expired, she intends taking instructions herself. Trustees recommend that she be retained as a Teacher.

No. 3. Teacher fully qualified for School. Trustees satisfied with his teaching, &c. Trustees have but little previous knowledge of him, can say nothing as to his morality, but have had no reason to find fault with him, is a Roman Catholic. There are 5 School Houses in the Parish, all standing within the limits of the highway road. No Land appropriated by Government for use of Schools.

Andover.—Schools regularly inspected. Teachers qualified and character good. Schools in an efficient state. Reading, writing, Arithmetic, English Grammar and Geography taught, and elementary principles of religion. School houses erected on Lands neither leased or rented.

Wakefield.—Schools specially visited by Trustees, but owing to Parish containing 10 Schools, and scattered over a surface of 20 miles long and 8 broad, Trustees have to travel 60 miles on each visit, and inspection would take a week each time, and Trustees would, in the aggregate, have to travel over 260 miles, and lose 4 weeks in the year, besides travelling expenses, they have therefore, only visited Schools semi-annually.

Schools, with few exceptions, in an efficient state, which we attribute principally to the following causes, viz:—Altho' Teachers are generally men of sober and moral habits, and in some cases of tolerable Education, yet in other cases, we do not think they possess the qualifications necessary for so important and responsible a charge.

2d—There are but few Teachers who remain above 6 months in a year in one School at a time, and it is very common for the School to remain vacant for that period, which of itself precludes the possibility of pupils making any great proficiency in learning.

3d—The great deficiency of suitable Books in the Schools generally, each Teacher pursues his own system, the extent of general Education afforded is Reading, Writing, Arithmetic, and in a few, English Grammar and Geography are taught, all the Religious instruction afforded consists in reading the Scriptures, and in some few instances Catechisms are taught. No land granted for use of Schools. The School Houses stand on private land by permission, except two, for which the land has been granted, one by deed and one by lease for 21 years.

No. 2.

OBSERVATIONS OF A. READE, ESQUIRE, ON THE REPORTS OF THE TRUSTEES OF PARISH SCHOOLS.

Dated Fredericton, January 18, 1842.

THE accompanying Abstract from the Reports of the Trustees of Schools must be regarded as extremely imperfect and as furnishing not even a proximate idea of the amount, extent or value of education afforded to the young in the Province. Not more than one half of the Parishes have made returns, and the number of Schools exhibited in this Table, is barely one half of the whole number, which by the returns in the Secretary's Office, would appear to be in existence. Nor can the value or extent of the information afforded be accurately ascertained from the Trustees reports; nor in many cases the mode of instruction, or its efficiency—the remarks being of so general a nature as to render it impossible to arrive at any satisfactory conclusions on these points. But in looking to the different subjects in which their opinion and views have been expressed, a summary of them may not be altogether useless. And first, as regards Teachers, on whom must evidently depend the good conduct of the Schools and progressive improvement of the Scholars, their conduct generally is spoken of as moral, and in most cases they are considered sufficiently advanced for the state of society for whose benefit the School is established. But here one is alone led to enquire what are the acquirements which are requisite in Teachers for the proper training of even the most humble class of the inhabitants. Honesty, sobriety and morality are essentially so, but a certain amount of mental and intellectual power must be considered equally indispensable.

The object of education is to form the mind, not merely to teach a child certain stated lessons, but to lead it to think rightly on all subjects within its power and capabilities; hence much depends not only on the instruction given, but in the mode of giving it.

It would appear therefore extremely desirable to ascertain as far as practicable what is the best method of imparting instruction, and that being settled, to adhere to it. Now the only way by which any uniform system can be introduced, is clearly through the medium of Teachers trained under a particular system for the purpose of educating others in the same; and for this an Institution for the training of Teachers on the principle of a Normal School seems absolutely indispensable. No examination of Teachers as to their acquirements or fitness for the office they solicit can ensure an efficient system which can stand in comparison with that which would result from their pursuing a course of training in a School where they would both learn the system and practically apply it at the same time, and be thus prepared to introduce it, wherever their services might be called for. But there is at present one formidable obstacle to any such plan, or indeed to any plan which has in view competency and respectability on the part of Teachers, viz: the insufficiency and uncertainty in the mode of remuneration. The surest way to lower the value in which education is held amongst the people, is to afford a pittance to its possessor wholly inadequate to the wants and necessities of any respectable person; the effect of this, except in cases where it is known that other adequate provision is made, being to impress the minds of the mass with the idea that education is a thing of secondary importance, since it is worse paid than any other trade or occupation, producing the feeling that no person would occupy himself in this way who could make a livelihood in any other; a conviction which must at once lower his character in the eye of both scholar and parent, by whom he will naturally be looked upon in many instances as a needy adventurer.

Another evil is the mode of payment, which to every respectable person raised above actual want, must be a source of much pain and

discomfort. If the labour of the hands ever will exalt one man above his fellow, the labourer in this field ought to be in a position at least equal to those whose support depends on the labour of his hands. But considering their relative circumstances it is hardly too much to say that even looking to the present he is scarcely so well remunerated, and in regard to the future, his prospects are worse than that of the man who possesses one hundred acres of land, to which the labour of his hands will add yearly increased value. Another great drawback to any efficient and uniform system, is the variety and nature of books generally in use throughout the Province. Each School it appears has its own set of books, which at the change of each master are liable to be objected to, and others substituted, if the master has sufficient influence with the parents to effect this.

But what is still worse in many Schools, each scholar brings his own books which are selected by the parents, so that there is no possibility of forming classes, and but too frequently the books thus selected are either of an inferior character, or, as in some instances, of a nature, for which, to say the least, better substitutes might be found. Another serious evil is the period for which a School is kept open. This seldom exceeds six months; and in many cases the masters or mistresses are only retained for this period.

It must be obvious, that where this is the case the greatest possible stimulus to the Teacher is at once lost, and the great secret of advance in the pupils partially, if not wholly destroyed.

The great superiority of one Teacher over another, consists not merely in his intellectual qualifications, but essentially in the interest and affection he may be able to excite in those placed under his charge, and which, if reciprocated, and only as it is more or less reciprocated, can insure success in a School. Now it is quite clear that this must be wholly wanting where Schools are not only kept open for so short a period as six months, but where the Teachers engagement is limited to that period. The two great incentives to exertion are thereby lost. The Teachers cannot be expected to enlist very deeply their own feelings, on behalf of those who will be under them for so short a period, nor to feel any great interest in their progress and advancement, when they are liable to be removed just at the moment when the good effects of their teaching would be first appearing. Hence it would seem desirable that the period of any Teacher's engagement should never be less than twelve months. Such a regulation would not, of course, interfere to prevent the removal of any who might prove incompetent, or whose conduct might render their dismissal desirable. But if an efficient and uniform system be adopted, to which all Teachers are required to conform, and whose capabilities have been previously tested, there will be no great danger of the frequent recurrence of such cases.

Another point of importance is the locality and construction of the School Houses. The importance of a central situation must be obvious to all, as both the regularity and attendance of the Scholars must mainly depend on it, and it would perhaps be desirable with a view to this to require a return of the number of families residing within given limits of each School House, their conditions and the limits of the district, in which the School is kept, and the number of families who may be supposed precluded from sending the children by reason of the distance of the School from their dwellings.

The construction of School Houses is also a very important feature in the due training of children. In a Province where the necessity and extent of education are not felt by the inhabitants generally to be of that supreme importance, which would lead them to make any sacrifice for it; and where so great an inducement is held out to withdraw children from School for purposes of domestic employment, the evils arising from the ill construction or ill adaptation of these, for the purposes intended, are not perhaps so im-