

chessmen!—*Horace Mann's Thoughts for Young Men.*

Good Advice to Young Teachers.

We welcome to our pages the following letter from a fair correspondent:—My Dear Friend: I am sorry to learn that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man has done man can do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them interested in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things you must be in your school-room in season, yes, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have an interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures and shells, and if you have none disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—Only make them feel a wish to be in the school room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do really care* whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you, make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school,

and with much care and labour on your part, you can secure a good average attendance.

You say you have no conveniences. This is certainly a great hindrance to the progress of your pupils, but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; that will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands, and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behaviour of your pupils. You complain of listlessness and indulgence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do all the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you choose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will encourage, and not discourage.

Say, for instance, to a pupil that you see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.—*Miss. Teacher.*

Schools in New Brunswick.

There are two great institutions which in this Province engross the principal part of our overgrown Revenues—the roads and schools; and while it is notorious that the outlay on the former has succeeded to admiration, inasmuch as our roads can favourably compare with any in the Provinces, it is equally true that the expenditure in the latter case is almost a failure. The intelligent reader will, nay must agree with us in this particular. Here are whole parishes which owing to the unpardonable apathy and ignorance of the people, have scarcely a school within their

bounds; while there are others which manage to keep up just enough of appearance to enable them to claim the public money. A compulsory system of education can alone drive a large number of people into the pathways of light and knowledge. Quite unconscious of the heavy taxes which they now pay towards education, they are little interested in its results, and nothing will ever awaken them to a knowledge of its importance, until a direct claim is made upon them for its support. It is true that such a tax as we have alluded to would fall heaviest where we think it should fall—upon the wealthy; but we think that even they would be gainers by its operation. It would be much better to elevate the character of the poor by giving them a good religious, moral, and practical education, than to support them afterwards as vagrants, paupers, and down-drafts upon society, in our almshouses and jails.—*Frederickton Reporter.*

Location of the Normal School.

In their report now before the Legislature, the Trustees of Pictou Academy have offered to give all the facilities and accommodation in their power, to a Normal School, if established in the vicinity of that institution. It is to be hoped that similar offers will be made by other localities.

Children under seven years of age should not be confined over six or seven hours in the house, and that should be broken by frequent recesses.

Children and young people must be made to hold their heads up and their shoulders back while sitting or walking.

We have to record with sincere regret, the decease, on Monday, 22nd inst. of His Excellency SIR JOHN HARVEY, Lieut. Governor of this Province. In Sir John's long and useful career as a Colonial Governor, one of the most marked and honorable features, was the deep interest which he ever manifested in all that tended to promote the secular and religious education of the young.

Abstract of Return of Schools in Cape Breton and Victoria—Received too late for insertion in the Statistical Tables attached to the School Report

[Half year ending Nov. 1, 1851.]

Number of Schools,	69
Support from people,	£757 4 8
Support from Province,	463 15 7½
Amount from people for £1 from Province,	1 12 8½
No. of paid pupils,	2141
No. of free pupils,	267
Total,	2408
No. of persons between 4 and 14,	3110
Districts not reporting No. from 4 to 15,	13
No. of Male Teachers,	61
No. of Female Teachers,	12
Average salary per Teacher,	
from people, £10 19 2½	
from Province, 6 14 5	
Total salary for ½ year,	£17 13 7½