

reciprocal but reflex,—the males becoming vastly more intellectual, and the females more moral. Thus do the blending and conningling of the two sexes, instead of being prejudicial to the one or the other, produce the most exhilarating, ennobling and salutary effects upon both, and this not merely throughout the school-life of the parties themselves, but throughout the whole of their future career—adding very naturally both to their usefulness and happiness. Much, it is right to notice, of the success of this practice, depends on the moral tone that is preserved in the school establishment, as well as on the exterior fitting and conveniences, and on the teacher exercising the most complete surveillance in the play-ground as well as in the school-room.

11. This system acts on the principle that no lesson is given till it is recited and received by all.

Much of the labor of the teacher is expended to no purpose, in consequence of his not being thoroughly apprehended by a half, at least, of his scholars. The other half may have obtained a vivid conception of the subject under consideration; they give full and satisfactory answers to the questions proposed, and the teacher quits the subject or question, under the impression that all is well and finished. Not only is the one-half of the class or section in a great measure, if not entirely ignorant, but many even of those who would be pronounced as possessed of a fair understanding of the subject, have no clear apprehension of the general scope, and still less of the relations that subsist amongst its various parts. After the labor expended in preparing or propounding the subject under review, this system acts on the principle that no lesson is given until it is received: and how is this to be got at? In no other way, we believe, than by requiring the class, or every member of it, to present, after the recitation work or exercise, whatever it be, is gone through, a *viva voce* statement, continuously, without the prop of questioning or answering, or what is still better, a written synopsis or abridgement of the subject. This our system insists upon as one of the infallible tests of quality, and this is surely vastly superior to large quantities acquired in the most misty and vague and inaccurate style. It commences the exercises when the child has mastered the mechanical work in reading; it encourages the most stupid and doltish to try the exercise, to tell, at least, what it is about, and what is said or affirmed regarding it. As the child advances, to give further outlines, and by the time he has arrived at his ninth or tenth year, he is able to recite not only the grand features, but its most minute details—the time when, and the place where, the event happened, the principal persons concerned, the circumstances accompanying and the results following. Thus is the youthful mind trained, habitually trained to associate the reality with the thing signified, to think as he reads.

12. This system makes it a paramount concern to find out the specific character of every child and governs itself accordingly.

It takes the position that every individual has some peculiarity in endowment, in temper or disposition and in character, and that it is alike the duty and interest of every teacher to discover this peculiarity, and turn it to profitable account. The intellectual endowments and attainments, are easily discovered by the simultaneous questioning process of the system. The physical, æsthetic, emotional, and moral features are gradually found out by close inspection and minute surveillance in the covered and uncovered school room. This the training system endeavours to arrive at by natural and rational means.

It labours to secure the confidence and attachment of the pupils by gentle yet decided measures; and withholds all those of forcible or compulsory character, till every expedient and device have been resorted to and tried. If it be necessitated to betake itself to threatening or the use of the rod, it is not till every other measure has failed, and that merely by way of experiment. But how-ever much, it may insist on the right, it rarely betakes itself to this expedient. It prefers to lay hold upon some peculiarity in the constitution, and through that to get at the higher principles of their nature, the intellect, the emotions, especially, the conscience.

13. This system, whilst it extends, in many respects, far beyond the others, gladly avails itself of whatever in them suits its purpose, or is in accordance with the great principles of our constitution, ratified by the teachings of revelation.

Though we have already stated that Pestalozzi was the first, or, at least, amongst the foremost who adapted his educational appliances to the human constitution, we are far from maintaining that

there were not many excellent educationists before his day, many of whose plans and operations were endorsed and practically given effect to by him. And so was it with Stow. He saw and mourned over the defects in the modes of teaching then generally practised, and made noble efforts to supply what was defective as well as to improve what was in itself rational and sound; yet he gladly availed himself of all that was excellent both amongst his predecessors and contemporaries. This, accordingly, is the character of the system which bears the impress of his chisel. In all its essential lineaments, it is in advance of the other systems, yet there are excellent points in them which it most cordially appropriates. For example, in the accuracy of the memoriter process of the rote system, it aims at the same proficiency, though it bases it on the memory of ideas and not of words merely—it uses monitors in purely mechanical employments—it brings to a most profitable use the analysis of words, the simplification of sentences and mental arithmetic, the leading feature of the explanatory system. It deals very liberally, too, in object lessons, and in the other really natural principles of Pestalozzi and his fellow-labourers. Whatever, in fact, promises to add to the efficiency of the Training system, it embraces, provided it is in accordance with the fundamental principles of the human constitution, and with the high discoveries and hopes of revelation.

#### BOOK ORDERS FOR 1867-8.

THE following is a list of the sums paid by Government during the past school year to assist sections in purchasing Books and Apparatus. We purpose, in future, to publish a monthly statement of orders filled:—

1867.		
Nov.	53, Richmond,	\$13 35
	7, Cape Breton,	3 48
	47, Cumberland,	12 24
	38, Cape Breton,	18 23
	Riverdale, Lunenburg,	2 44
	Halifax City,	4 90
	Dartmouth, Halifax,	81 74
	11, Cumberland,	13 36
	McKay, Hants,	1 89
	Rear Long Point, Inverness,	2 82
	Selmah, Hants,	10 35
	33, Colchester,	6 79
	45, Halifax,	8 77
	41, Colchester,	13 57
	31, Digby,	5 01
	75, Cumberland,	7 76
	Amherst, Cumberland,	21 06
	Cole Harbor, Halifax,	5 21
	Cow Bay, Halifax,	6 88
	50, Colchester,	4 98
	Arlington, Annapolis,	3 70
	7, Shelburne,	3 67
	35, Kings,	2 96
	1, Pictou,	36 08
	Lawrencetown, Annapolis,	41 09
	Harmony, Colchester,	4 15
	8, Annapolis,	19 92
	Inlet, Victoria,	5 28
	Petite Riviere, Lunenburg,	7 73
	27, Annapolis,	8 47
	64, Kings,	7 29
	Harborville, Kings,	4 53
	3, Yarmouth,	83 56
	Great Village, Colchester,	18 86
	18, Kings,	3 56
	17, Annapolis,	6 75
	15, Annapolis,	15 40
	36, Pictou,	6 27
	27, Colchester,	1 20
	9, Cumberland,	13 42
	Clarence, Annapolis,	4 03
	Milton, Queens,	4 80
	1, Pictou,	129 41
	Old Barns, Colchester,	2 46
	11, Halifax,	3 14
	6, Colchester,	8 17
	Sedgewick, Halifax,	10 28
	McKay, Hants,	1 32
	Selmah, Hants,	2 92
	40, Colchester,	17 37
	Kilkenny, Cape Breton,	5 17
	10, Kings,	10 98
	Fort Ellis, Colchester,	2 19
	15, Kings,	12 87
	Arundale, Hants,	26 54
	53, Halifax,	2 02
	Lyons, Pictou,	13 98
	Chester Grant, Lunenburg,	3 94
	32, Kings,	12 70
	60, Kings,	2 18