

class of faculties. And furthermore, we think that it must be apparent to all, that the recipients of the education thus briefly delineated, have made an acquirement infinitely more valuable than the possession of all knowledge and of all riches, even the acquirement of educating themselves; and thereby not only fitted and prepared for the right discharge of the duties of time, but, by the blessing of the Most High, for the employments and exercises of a blessed immortality. And surely the inference from all this is plain and palpable, that all who are engaged in extending the boundaries of this education, whether occupying a more or less prominent position, are in reality the highest benefactors of the species, and amply entitled to all respect and honour.

II.—PRACTICE OF EDUCATION.

SCHOOL PREMISES,—CHOOSING A SITE.

No tradesman can do justice to himself or to his employers, without a commodious workshop, and suitable tools; and so is it with the schoolmaster. He may be duly qualified, both in point of scholarship and professional skill, and he may be bent on carrying out the most improved system of education, but if he possess neither proper school-room accommodation, nor the requisite furniture, apparatus, and text books, he labours under the most grievous disadvantages; he is not in a fair position to prove either his own competency, or the excellence of his system. It is on this account we introduce this subject thus early; that, in the practical department, we give it precedence to all discussions on matters of school organization, government, &c. It is much to be regretted, that in older countries, where national systems of education have existed for centuries, this subject has not yet received that measure of attention it ought. In the American Republic it is far otherwise. There is not perhaps at this moment, on the face of the earth, a country where the external machinery of education, meaning by this every thing appertaining to School-houses, Furniture, Apparatus, Salaries of Teachers, &c., is in a condition of greater perfection than in the United States. There may, in the view of not a few, be a want of thoroughness in the inner-work of the Educational operations of that nation, but there is no such thing in the outer; and it were well for Teacher and Scholars, did more copy after their example, in this latter respect. We feel persuaded that this will ere long be the case. And where may we expect this example to operate more powerfully than in the adjoining British provinces? Already is it beginning to exert no small amount of influence. In Canada, New Brunswick, and Nova Scotia there are several schools constructed and furnished after the American fashion. Let us then press on in this direction, assured that there is the closest and most indissoluble relationship, subsisting between the outer and inner movements of the educational machine.

Now the first thing to be attended to in the erection of a School-house, is the selection of a suitable site, and here, oftentimes, the most egregious blunders are committed. How often, for example, do we find the School-house located on the side of the Highway, or on an acute angle where two roads meet, or on a small triangle, bounded on all sides by public roads. How often, again, do we find it in a low, swampy, gloomy situation, with a sluggish stream of water close beside it, or completely shut in by the surrounding forest, or, it may

be, in the immediate neighbourhood of some blacksmith's shop, or of some saw mill. And in all these situations how often is the School-house without one inch of ground attached, so that the children in their amusements must either repair to the public roads or the adjoining fields; and all this may occur in localities where the land is not really worth more than a few dollars an acre. And in villages or towns matters, in this respect, are oftentimes little better, if not worse. How often do we see the most eligible sites in the suburbs, and yet the School-house planted in the very centre of the villages or towns, parallel with the street, with nought but the most public thoroughfare for a play ground. Disputes we do occasionally hear of on this point; but these, unfortunately, have no connection with the healthfulness or beauty of the site, but with its proximity to, or distance from, this or that dwelling or farm house. How different the policy pursued in locating a Church, or a Court House, or an Asylum, or a Jail! Here we find one vying with the other in the selection of the most suitable, the most commanding situation. And yet is not the eligibility of a site for a school of far greater importance than any of these public edifices.

What then, it will be asked, ought to guide the inhabitants of a district in the selection of a site for a school? The first point to be determined, if it is in a purely rural district, is its centrality, that is, where the district is pretty regularly settled. In a country like this, no district should extend beyond three miles square, making the journey for the scholars not more than one and a half miles, or at most two miles. The next point is the locality itself, and this should be, if possible, on a small eminence, with southern aspect, a pleasant prospect, and, in every respect, healthful. And to every School-house in the country there ought to be attached, if possible, an acre of ground, or at all events half an acre, which ought to be well fenced round. This ground may be divided into three sections, one for the buildings, another for the play-ground, and another for shabby or small parterres. We doubt not that some may be inclined to smile at such a proposal, and especially at the idea of a play-ground, with an enclosure, when the children may roam at will throughout the whole surrounding forest. And so they might, with some feasibility, were there no other object contemplated, than the promotion of the physical health of the scholars. This end is no doubt served, and who will deny its importance, either in itself, or in its relationship to intellectual advancement. But its higher and nobler end is the providing of the scholars with a suitable arena for the display of their natural tempers and dispositions. So long as they are in the School-room they are under restraint. However abundant may be the opportunities afforded the Teacher of discovering the natural intellectual endowments of his scholars, in the School-room, they are comparatively rare in so far as their moral character is concerned. In the uncovered School-room, however, as the play-ground is sometimes designated, he sees them in their natural condition, unfettered and unembarrassed, in all their native elasticity and buoyancy, as they mingle in their sports with their fellows. The Teacher is supposed to be in their midst, sharing in their sports and directing them in their games, and all the while storing up those facts or occurrences, which days or weeks after he may turn to profitable account in their moral culture or training. He is thoroughly persuaded that the moral nature of the scholars requires to be trained as well as the intellectual, that, in fact, this is the very element which imparts life and force to the