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EDUCATIONAL MEETINGS FOR OCTOBER AND NOVEMBER.

PUBLIC Educational Meetings, as required by the School Act, will be held—

In the School-house, Tatamagouche, on Tuesday Oct. 14, at 11 o'clock a.m.

In the Court House, Amherst, on Tuesday Oct 21, same hour.

At the Cross Ponds, Parrsboro', on Saturday Oct. 25, same hour.

In the Court House, Truro, on Monday Nov. 3, same hour.

In the Court House, Pictou, on Monday Nov. 17, same hour.

In the Temperance Hall New Glasgow, on Thursday Nov 20, same hour.

The attendance of Commissioners, Teachers, Trustees, and the Public generally, is respectfully requested.—The Clerks of the Boards of Commissioners and Teachers will please do all in their power to give general notice of the meetings for their several districts.

A TEACHER'S INSTITUTE.

will be held in Truro, commencing on Tuesday Nov. 4, at 9 o'clock a.m.; and continuing till Saturday Nov. 8, at 12 o'clock noon.

Order of Exercises for each day:—

Meeting at 9 a.m.;—Introductory Address, Reviews and discussions of elementary branches;—11 to 12 recess, and instructions in agricultural chemistry;—12 to 1, Lecture on agricultural Chemistry;—2 1-2 to 4 p.m., Illustration of methods, lectures and discussions on the teaching of reading, writing, arithmetic, grammar and geography; and on school order and discipline;—6 p.m., Drawing, singing, and black-board exercises;—7 p.m., Lectures on educational subjects.

Some of the ablest teachers and educationists in the province will be invited to aid by lecturing, illustrating methods, &c. Free board will be provided for about 40 teachers.

As this is the last Teachers' Institute that can be held under the present law, and as the locality is central and easy of access, it is hoped that a large number of teachers will avail themselves of this opportunity of improvement.

J. W. DAWSON,
Supt. of Edu.

Boards of Commissioners are respectfully reminded that the law authorizes them to report on the state of Education, as well as to send in a tabular return—Any recommendations made by them, in reference to the contemplated Normal School, the support of schools of Assessment, and other great interests of education, would have great weight with the government and legislature, and are therefore urgently called for at the present crisis. Arrangements to express the views of the several Boards in the above manner, might be made at the meeting for distribution of monies in November.

ASSESSMENT FOR THE SUPPORT OF SCHOOLS.

The great Educational question of the present time is that of Assessment and Free Schools. Is Nova Scotia prepared practically to recognise the great truth that the education of the children of the whole people is the only sure basis of national growth and prosperity, and the only pledge for the existence of good social and political institutions, and for exemption from crime and pauperism; and consequently that Common School Education should be free to all and supported by a general tax upon property? If we answer in the negative, we must be prepared for failures of industrial pursuits, want of business skill and energy, undeveloped resources, emigration of our most useful young men, increase of crime and pauperism, unsafe and imperfect political institutions—all of them the natural consequences of the growth of an untrained native population and the influx of uneducated emigrants. If on the other hand we can answer in the affirmative, the example of our New England neighbors assures us that we have decided on that which, of all human instrumentalities, is the most effective in avoiding these evils, and in working out public happiness and greatness.

In thinking on this subject let us consider:—1st, that the tax will be moderate in amount and equitably distributed. It would not be more, perhaps less, than the sum the parents now raise, and it would be collected from all who have property, and would consequently fall lightly on those who now support the schools. 2dly, It will secure the keeping open of a free school in every district, and the attendance of nearly all the children; so that no class would be debarred from full opportunities of receiving instruction. 3dly, It will be spent among the people, and in the advancement of one of their best interests. 4thly, It will benefit all classes—the poor by giving them a cheap education for their children, the rich by improving the tone of society, and advancing all kinds of industry. 5thly, It will excite public interest in the schools, and necessitate their being kept in a constant state of efficiency. 6thly, It will relieve the Trustees and more active supporters of schools from the present difficulty of collecting the means of support, and from the annoyance of being unable to obtain union in their maintenance. 7thly, It will make the remuneration of Teachers more certain and respectable, and thereby increase their efficiency and usefulness. In short, assessment is the cheapest and only just mode of supporting public schools; and it is the only mode which can secure a good training equally to the children of all.

Many objections, however, are urged. We are told that it is a mean and pauper

like thing for persons who should educate their own children to ask the public to do so. But it is surely not mean that the public should combine its funds, to educate children whose education is a public benefit. Your true pauper spirit is that of the well-to-do man, who knows that he is dependant for protection and for progress, for the value of his property and the comfort of his life, on the training of the children of the Province, and yet churlishly refuses to pay any share of the cost of this common benefit. This is the mean selfishness of a man who will not contribute to procure a benefit for himself, merely because he fears that it may benefit others a little more than it may benefit him. Another objection is, that it is a hardship to those who have already educated their families. The hardship in their case is, that assessment was not introduced earlier, before their children were grown up; but that it was not gives them no just right to object now; more especially as they will not be taxed except for their property, which is still interested in education, and as they likely have an interest in the education of those who are to inherit their property. It is evident, however, that such an objection, if listened to, would stop all improvement whatever; and that in one generation after the establishment of assessment, it must virtually disappear. We are also told that the country is too poor to bear assessment. Unfortunately, this objection generally comes from the wealthy, who fear that their share will be large; and we must bear in mind that unless both individuals and nations, when poor, are willing to make some effort and some sacrifice for the improvement of their circumstances, they must ever continue poor. It is sometimes asked, why has not the country availed itself of the facilities for assessment in the present law? The principal reasons are that, even in the districts which have a large majority for assessment, a troublesome minority deters the people from carrying the law into force; and the want of a guarantee for the permanence of the assessment, causes many persons to object that they may pay a tax now, and yet have no security that the system will be continued when they themselves may require its benefits for their children. These reasons alone, irrespective of all others, show that a general and permanent measure is necessary to secure beneficial results.

The greater part of the objections made proceed from timidity, or from that ignorant selfishness which cannot see its own good in the good of the public. Most of them are well answered in the extracts in other columns. One important fact shown by these extracts is, that enlightened Americans attribute the great prosperity of

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