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CLERKS will please do all in their power to forward to each Teacher his copy of the JOURNAL as soon as possible.

The delay in the issue of the present No. has been occasioned by the illness of the Superintendent, who was prostrated by fever shortly after the Institute at Truro, and is yet only slowly recovering. This must also account for deficiencies in original matter, and other blemishes that may appear.

Arrangements had been made for enlarging the present number;—these have accordingly been carried out, though as must be evident, under every disadvantage.

PRICES OF BOOKS IN SCHOOL LIBRARIES.

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The above are the prices to be exacted of parties losing or refusing to return Books belonging to the School Libraries. This list should have been issued much earlier. It was neglected at the proper time, and has since been delayed by the illness of the Superintendent. Where values differing from the above have already been affixed to the books of any of the Libraries, they can be corrected when the books are returned to the Clerk.

OBJECTIONS TO ASSESSMENT.

1. *The Poor Man's Objection.* It seems strange to find the poor objecting to the plan of assessment, it is so plainly for their benefit. Yet many of them do object. They dread direct taxation, and fear liability to money payments. In the case of taxation in separate school districts, the poor man in some cases might have small cause to congratulate himself; though even there, if he had children to educate, the work might be done much more cheaply for him, than under the present system. But where a tax is levied over a whole county, his advantage becomes evident. The poor have as many children as the rich, but their tax is far less; while their advantage per child is the same. Thus, if a wealthy man and a poor man have each four children,

and the wealthy man's tax be four pounds while the poor man's is four shillings, each has a free school to send his children to, but the poor man pays but one shilling per scholar, while a part of the wealthy man's tax goes to make up the deficiency. Hence, Assessment brings in the wealth of the wealthy, to educate all the children of the poor, and the wealthy district has to give somewhat of its superfluity, to educate the children of poorer districts.

2. *The Farmer's Objection.* My tax will be large in proportion to my means, while that of the mechanic and merchant and professional man will be small in comparison to their means. My children must work most of their time on the farm, and therefore will have little benefit of the school, while the children of the mechanic, or even of the day laborer can go the whole time.

This objection can be made only by the poorer class of farmers, and even in their case the answer is easy. A school tax would be laid not on real estate only, but also on personal property; so that it would bear somewhat equally on all occupations. Then, if it be necessary for the farmer to keep his children at home at some seasons, assessment ensures him a free school always open when he can send them, and to secure this under the present system costs him far greater expense than the amount of his assessment, besides much additional trouble. One effect of assessment would be that every school district would keep its school in operation as steadily as possible, and hence the gain of those who can send their children but at intervals will be very great. Under an assessment system also, many of those who now send very irregularly, would contrive to send much more steadily.

3. *The Religious Objection.* It is sometimes asked, if all are to be taxed, for education, how are the religious scruples and peculiarities of the parents to be provided for? We answer, in the same manner as under our present law and the law of Upper Canada. The teacher will be required to inculcate in general, respect for religion and the practice of christian morality, all denominational instruction being a matter of mutual voluntary arrangement between the parent and the teacher, without any legal compulsion on either side. Farther, every minister and clergyman is ex officio a school visitor, to whom the school is open at all times, and he may, if he think it necessary, set apart certain times at which he may give religious instruction to children belonging

to his own denomination. These arrangements, in a country of various creeds like this, and in the case of day schools, ought to be satisfactory to every one.

4. *The Scattered Settlement's Objection.* Some settlements are so very small and scattered that they cannot collect a school of sufficient size to pay a teacher. Suppose for instance a district with only ten children, the share of the assessment and Provincial grant due to such a district might not be more than £5 or £6. In such a case the commissioners would have to consider whether such a weak district could not be united to some larger one. If not, they would be authorized to give it a somewhat larger allowance, in order to enable the people to get up, at least, a half yearly school. Lastly, any family at too great a distance to send to the nearest school, and so isolated that the commissioners could not establish even a temporary school for their benefit, should be exempt from taxation, unless they themselves desired it, in order that they might have the privilege of a free school if they could send their children to board in any neighboring district.

5. *The Old Man's Objection.* "I have already educated my children at great expense, and after all, have been able to procure for them but an indifferent education. Now you ask me to pay to educate the children of the young people around me, who have far greater advantages than I had. It is a mean, beggarly thing." We should sympathize with the objection, and should lament that assessment was not introduced when he was young; but that it was not is no sufficient reason for foregoing its benefits now. There will always be such cases, but they must not stand in the way of public good. Farther, surely the old man would wish to relieve his children from the heavy burden under which he formerly groaned. If so, he should not grudge a small percentage of the property which must descend to his children in the end, for the purpose of giving them the inestimable gift of a free school for their children.

Such are some of the most serious objections advanced against assessment at public meetings. We have said nothing of those who simply have no children to send, and have property to be taxed, because the great principle that it is the interest of property to educate the children of the community, has already been enforced with sufficient frequency.

The great difficulties of the measure are in the arrangement of its details, and