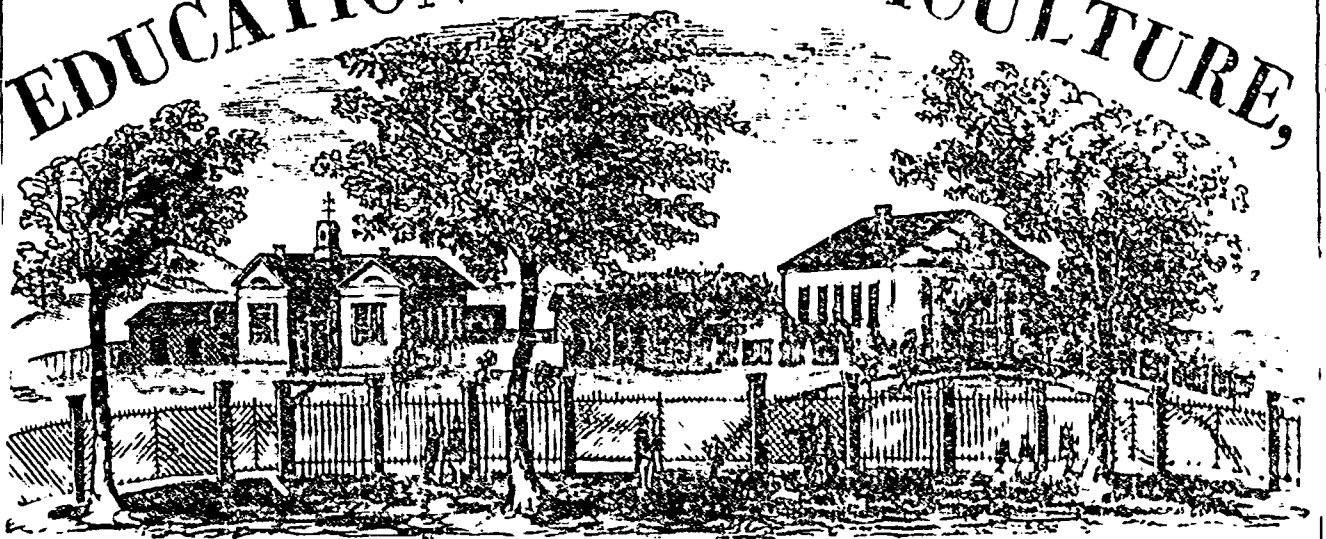


THE JOURNAL OF EDUCATION AND AGRICULTURE,



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FOR THE PROVINCE OF NOVA SCOTIA.

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EDUCATIONAL.

I.—THEORY OF EDUCATION.

[The following Essay on Intellectual Education was composed by a Pupil-Teacher from Yarmouth at present attending the Normal School, and is printed just as it was handed in to the Principal.]

INTELLECTUAL EDUCATION.

MAN is a compound being; made up of a body, an intellect and a conscience; and the drawing out, unfolding, and strengthening of each of these, give rise, respectively, to Physical, Intellectual and Moral Education.

Our subject at present is Intellectual Education. I will reserve my definition of it till I have considered for a little the Intellect itself. The intellect, though one and indivisible, yet shows itself in various ways, or actings, termed faculties, from the Latin, *facio*, to act. These have been considered and classified differently by different writers on Intellectual Philosophy. The classification adopted by us is Wayland's, as it is, perhaps, the easiest understood and the most practical.

It is as follows—Perception, Consciousness, Original Suggestion, Abstraction, Memory, Reason, Imagination, and, as pervading the whole, Taste. I will not stop to say much about the nature of the faculties themselves, but pass on to their improvement, and the *means* and *mode* of that improvement.

I. PERCEPTION, is the faculty by which we become acquainted with the external world. This, every person knows we do by means of our five senses, viz., Smelling, Tasting, Hearing, Seeing and Feeling; these then constitute the perceptive faculty. It is upon this faculty, or these senses, that the very young child depends for all its knowledge, therefore they are the first part of its nature that comes to maturity; hence they cannot be cultivated, or *educated*, too early. This is only done by making the child use them himself: for example, to improve the sight let the child judge the size or distance of an object, and then let him measure it to ascertain the correctness of his judgment. We will confine our attention to seeing and hearing, as it is with them the teacher has particularly to do. Hearing is of great importance, for by it the teacher can affect the tone of the mind, caused by the relation existing between sound (especially the human voice) and the tone of the mind. In proof of this witness the power of *the right kind* of music in all places; in the ball-room, on the battle-field, and in the church; and why cannot the teacher wield this powerful instrument to aid him in his work? He can and should. Again, the teacher will find great benefit in