

at completeness. That word completeness should ever stand before every teacher's eye and mind from the primary school to the university. The pupil who has done and learned every thing imperfectly during the first three years of his life in school, cannot be a very hopeful candidate for the honors of accurate scholarship during the succeeding three years, even under the best training. Nowhere more than in our primary schools do we need thorough, accurate, and judicious teachers.—[Massachusetts Teacher.]

At a meeting of the teachers of the West River and adjacent districts, held in the Durham School house on Monday, the 6th Jan. 1851, for the purpose of forming a 'Teachers' Association,' the following were adopted as the Constitution and Bye Laws of the Association:

CONSTITUTION.

1st. That this Association shall be denominated the 'Durham Teacher's Association.'

2nd. The object of the members of this Association is, their mutual improvement in the practical art of teaching, in literary, mathematical, and scientific pursuits, and the advancement of the profession (so far as is in their power) to its proper position in society.

3rd. The Office-bearers in this Association shall be a President, a Vice President, Secretary, and Treasurer, and three of a Committee—to be elected annually; three of whom shall constitute a quorum for the transaction of business.

4th. Any Teacher, or person intending to become a teachers shall be eligible for membership.

5th. Every member of this Association shall pay seven pence half-penny ($7\frac{1}{2}$ d) entrance fee, and 3d quarterly.

BYE-LAWS.

1. The members of this Association shall be on a footing of equality in every respect, eligible to all offices, and liable to perform all duties required for the advancement of the interests of the Association.

2nd. It shall be the duty of every member to correct any ungrammatical expression, either in spoken or written composition, inaccurate pronunciation, &c.—all to be done in a fair and candid spirit of criticism.

3rd. The members of this association shall visit each other's schools twice in each year, if practicable.

4th. The Committee shall appoint a member to lecture at each meeting of the Association.

5. Any member who shall neglect to perform his duty shall be fined $7\frac{1}{2}$ d for the first, and 1s 3d each for every succeeding default, unless excused by the Association.

6th. The meetings of this Association shall be open to the public at all times.

7th. The meetings of this association shall be held in the Durham school house

every alternate Saturday at 3 o'clock, incapable of excelling others, still by noticing with approbation every step, however little, which he makes towards improvement, to delight him with the consciousness of excelling his former self."

8th. No alteration or amendment shall be made in these rules except at a regular semi-annual meeting; however, any bye law may be suspended by a unanimous vote.

Advantages resulting from the Association and its school visitations:

1st. The association has been instrumental in the formation of a friendly acquaintance among the teachers.

2nd. It has afforded increased opportunities for mutual professional improvement.

3. The visits to schools have excited energy and a commendable emulation on the part of both teachers and scholars.

4th. They have been eminently conducive to the introduction of an improved, uniform and progressive system of teaching.

5th. They tend to excite in the public mind a more lively interest in the cause of education.

6th. They bring the teachers and people more into contact, and afford opportunities of directing attention to many important points that have been greatly overlooked.

These and such like are the benefits we have already experienced; and we hope to experience still more.

By order of the Association,
DANIEL McDONALD, Secretary.

EXTRACTS FROM WOOD'S ACCOUNT OF THE EDINBURGH SESSIONAL SCHOOL.

In their arrangements, they have regarded their youngest pupil, not as a machine, or an irrational animal, that must be driven, but as an intellectual being who may be led; endowed, not merely with sensation and memory, but with perception, judgment, conscience, affections, and passions: capable, to a certain degree, of receiving favorable or unfavorable impressions, of imbibing right or wrong sentiments, of acquiring good or bad habits; strongly averse to application, where its object is unperceived or remote, but, on the other hand, ardently curious, and infinitely delighting in the display of every new attainment which he makes. It has, accordingly, been their anxious aim to interest, no less than to task,—to make the pupil understand (as much as possible) what he is doing, no less than to exact from him its performance.—familiarly to illustrate, and copiously to exemplify the principle, no less than to hear him repeat the words of a rule,—to speak to him, and by all means to encourage him to speak, in a natural language, which he understands, rather than in intricate technicalities, which the pedant might approve,—to keep him while in school not only constantly, but actively, energetically employed,—to inspire with a zeal for excelling in whatever is his present occupation, (whether it be study or amusement) and even where he is

"In doing so, however, he would wish most anxiously to guard his readers against the erroneous notion, that the success of any seminary can ever depend entirely, or even principally, upon its machinery, (so to speak), or external system or arrangement. That no school can ever be well conducted without due attention to order and method, every one in the slightest degree acquainted with the subject will readily admit; and the gratitude, both of the present and of future ages, is therefore most justly due, for the facilities, which the systems of Bell and Lancaster have, in this department, contributed to the cause of general education. Every judicious conductor of an establishment for education, accordingly, will be at the utmost pains to render his system as perfect as he can. But, when this is done, he will keep in remembrance, that the weightier matters remain behind. He will consider, that it is not upon the nature of the scaffolding or building apparatus, however skillfully devised and admirably adapted to its own purpose, that the beauty, or usefulness, or stability of the future fabric is to depend; nor will he suffer himself to forget, how often it has happened, that, on the removal of the scaffolding, some deformity or flaw in the structure itself has been disclosed, which the apparatus had hitherto concealed from the eye of the spectator. From inattention to this fundamentally important truth, how large a proportion, unfortunately, of the schools instituted even upon the most justly celebrated systems have been allowed to become little better than mere pieces of mechanism, pretty enough indeed in external appearance, but comparatively of little use; in which the puppets strut with wondrous regularity and order, and with all that outward 'pomp and circumstance,' which are well calculated to catch a superficial observer, but in which all the while the mind is but little exerted, and of course little, if at all improved."

"There is another, and no slight danger to which this method of education is exposed, in the hands of injudicious or unskillful imitators, and which, though originating in the system, may, by a fatal reaction, directly defeat its object, and at length altogether subvert it. It has, as we have said, been the fundamental aim of the sessional school, to cultivate the understandings of the pupils, and treat them as intellectual, not as merely mechanical beings. But, while we ought never to forget, that children are neither machines nor animals devoid of reason, as little ought we to forget, that they are neither philosophers nor yet even men.