

We regret that circumstances have prevented us from enlarging the Journal in its present No. In next number we hope to insert a greater variety of matter than in the present, and to give some neat cuts of improved school-houses and furniture. Teachers will please to observe that, as the present number deals chiefly with the people, they will do well in lending their copies to trustees, parents, &c.

The Clerks of the several Boards of Commissioners are requested to be punctual in forwarding their returns to the Provincial Secretary's Office, on or before the 31st December, the latter if possible. It is believed that blank forms of the commissioner's return have been forwarded to all the clerks. If any have not received copies, they will oblige by applying for them in time.

Teachers whose schools have been fitted up with the improved furniture described in the tract on "School Architecture," will oblige by stating the fact in their returns; and the clerks will please in such cases place the letters "N. F." opposite the names of such schools, in the columns of the Commissioner's returns relating to the school-houses.

Clerks of Commissioners will forward the minutes of the Public meetings in their respective districts, with the returns in December, if not previously sent in.

Since last No., Educational meetings have been held in Antigonish, St. Mary's, Guysboro, Arichat, Sydney, Margaree and Port Hood, and evening lectures have been delivered in various parts of the eastern counties. Two short Institutes, attended respectively by 21 and 15 teachers, have been held at Sydney and Port Hood. Increased interest was manifested in educational improvement in many places, and at most of the meetings resolutions in favor of a Normal School and general assessment were carried.

**TEACHER'S ASSOCIATIONS.**—Since the publication of our last, we have heard of the organization of Associations at Sydney, C. B.; Aylesford, Kings; and East Branch, East River, Pictou. Others are in process of formation.

The rules of Teacher's Associations in Halifax, Aylesford, Durham, Liverpool and Sydney have been received.

**NORMAL SCHOOLS AND ASSESSMENT IN MASSACHUSETTS.**—Before the establishment of Normal Schools we had two classes of teachers for our common schools; one class came from the colleges, and these, as a class, were incompetent, and failed, because teaching was not their business; they were devoted to other pursuits. Others grew up among the schools, and although these infused much energy into the schools, yet as a whole they met with no success for the want of a thorough mental training. We have now established Normal Schools for the purpose of raising up a succession of Teachers, and when the profession is formed we must support it with money. For after all, it is very much a matter of money. Good abilities cannot be commanded without

good salaries. It is said that we now pay liberally; that from one million to one million five hundred thousand dollars are annually expended for Schools and School houses in the State. But let us consider what would be the state of our property, if the masses of the people were not educated. It would evidently be insecure, entirely at the mercy of an illiterate, unprincipled mob. Now, the property of the State amounts to six hundred millions of dollars, and the holders of it are interested in its security.—Although the poor man derives incalculable advantage from education, and from living in an educated community, yet, comparatively he is little benefited. The education of the whole people is peculiarly advantageous to the wealthy. Property holders then should be the warmest friends of popular education, and should be willing to pay a fair per centage for the security which is so valuable to them.—[Gov. Boutwell, Mass.]

That parent who refuses to send his children to the schools established and opened in his neighbourhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and State.

He may be allowed to make his home the dark abode of ignorance and stupidity to those children intrusted to his care by Providence; but surely he has no right, when they are grown up, to send them forth into society vicious men and women, to corrupt it by their example, or disturb its peace by their crimes. It is alike the interest of the individual and of the public, that every child within the limits of the Commonwealth, should receive the priceless blessing of a Common School education.

This has been the theory of our educational laws from the beginning. And, practically, every year, thousands of the children of the poor participate in their benefits.—[Gov. Briggs, Massachusetts.]

For the purpose of public instruction, we hold every man subject to taxation in proportion to his property; and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of policy, by which property and life and the peace of society are secured. We seek to promote in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge at an early age. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, against immorality and crime. And knowing that our government rests directly on the public will, that we may preserve it, and endeavor to give a safe and proper direction to the public will. It is every poor man's undoubted birth-right, it is his solace in life, and well may it be his consolation in death, that his country stands pledged by the faith which it has plighted to all its citizens, to protect his children from ignorance, barbarism and vice.—[Daniel Webster.]

The system of Free-schools in New England is to be regarded, and is there regarded, as a great moral police wisely supported by a tax on property, to preserve a decent, orderly, and respectable population; to teach men, from their earliest childhood, their duties and rights; to give the mass of the community a higher sense of character, a more general intelligence, and a wider circumspection, to make them understand better the value of justice, order, and moral worth, and more anxious and vigilant to support them.—[London Journal of Education.]

**THE TEACHER'S INFLUENCE.**—And never say, O Teacher! that the untoward influences of society are so many, and the unfaithfulness of parents so great, and your pupils are so short a time under your care, that you can do nothing. You can do much; if you were a thousand times less potent than you are, you could do wonders. A little unseen rill creeping along through the grass will make a green strip of velvet wherever it goes.—The far off stars, whose light has to travel long thousands of years and across a multitude of adverse currents to reach us, every evening help to light the laborer from his field of toil to his couch of repose. These emblematic teach us how much we can do for learning, for virtue, for religion, if we exert a correct and steady influence, and seek to shine like lights in the world. We desire not better praise than that of the Hebrew woman of old: "She hath done what she could." Are you doing what you can in behalf of a correct moral training of the thousands of pupils in our schools.

**INFLUENCE OF A CLEAN SCHOOL-HOUSE.**—A neat, clean, fresh-aired, sweet, cheerful, well-arranged, and well situated house, exercises a moral, as well as a physical influence over its inmates, and makes the members of a family peaceable and considerate of the feelings and happiness of each other; the connexion is obvious between the state of mind thus produced, and habits of respect for others and for those higher duties and obligations which no laws can enforce. On the contrary, a filthy, squalid, noxious dwelling, rendered still more wretched by its noisome site, and in which none of the decencies of life can be obtained, contributes to make its unfortunate inhabitants selfish, sensual, and regardless of the feelings of each other; the constant indulgence of such passions renders them reckless and brutal; and the transition is natural to propensities and habits incompatible with a respect for the property of others, or for the laws.—[Com. School Jour.]

**PUNCTUALITY.**—"I give it," said the late Rev. Dr. Frisk, "as my deliberate and solemn conviction, that the individual who is habitually late in meeting an appointment, will never be respected or successful in life."

#### NOTICE.

To avoid mistakes in directing, all the copies of this No. for the teachers, have been sent to the clerks of the Districts, who will please direct and forward them by mail or otherwise as may be most convenient.