

immediate remedy. It is needless to trust to governments for an improvement in our school system, without the people—the parties immediately interested, lay hold of it, and become aroused from their apathy.

In further review of the evils existing in the States, and which are equally prevalent in these colonies, the learned Doctor says, that “parents object, one to this, another to that. ‘My child,’ says one, ‘must learn nothing but cyphering and writing.’ ‘Mine,’ says another, ‘must not learn grammar.’”

“As to books. ‘Parents will not get them,’ say the teachers.

“‘Every teacher must have new books,’ say the parents. In some cases, two or three different systems are taught in the same schools, for one or both of these reasons.”

The evils of such a system is obvious. It tends, in the first place, to multiply classes to such an extent, that the whole time of the teacher is frittered away in listening to hurried recitations. No opportunity is allowed for explanations and illustrations, nor any for awakening and disciplining the mind of the pupil, by a searching and skillful examination, which will reveal the true amount of his knowledge, and the process by which he acquires it. The pupil’s efforts are soon reduced to the mere act of remembering, and the teacher’s to that of hearing him repeat by rote.—Second. It operates oppressively on the teacher, if he purchases all the different text-books which he may be called to

teach in different schools; and if he does not purchase them, he is unable to prepare himself on the different lessons before he hears them recited. Third. It prevents the introduction of the system of simultaneous recitation, which has been proved so beneficial in other countries, and in some parts of our own.—Fourth. The stimulating effect which a large class exerts upon each member of it, not only when reciting, but also when studying, by reminding him constantly that many besides himself are engaged, at the same time, on the same lesson, and that he will soon be required to appear in their presence, and to be measured by as well as with them: all this is lost where classes are so subdivided. Fifth. It adds seriously to the cost of education; not only as it protracts the period required to make a child master of a study, but also as it increases the expense for text books. Instead of being worn out, they are soon cast aside to make room for new ones.” . . .

The “diversity of text books, though the source, at present, of unmixed evil, has grown up naturally and insensibly. and is not, therefore, to be charged as a crime on any party. . . .

It is also to be considered that the constant change of teachers has added much to this evil; it being the interest of a new teacher on the one hand, to introduce such books as he has been used to, and of parents, on the other, to prevent an unnecessary sacrifice of their property.”

WHAT ARE OUR COLLEGES AND ACADEMIES DOING FOR THE COUNTRY?

Is a question of some importance to the inhabitants of these colonies. Nova Scotia is paying annually large sums of money in aid of sectarian institutions of this nature—sums far beyond her means; and every year new applications are being made for additional sums to colleges, academies and high schools of a sectarian character, swelling the amount to nearly three thousand pounds per annum.

New Brunswick pays annually to King’s College, considered Episcopalian,

£2,600; £600 to the Sackville academies, Methodist; £825 to high schools belonging to the Roman Catholics; and £250 to the Baptist academy; swelling the amount annually paid to sectarian institutions of education, to £4,275.—This sum would, along with the usual local subscriptions, endow two hundred parish schools, and afford education to 4,000 children, annually; while at present it does not educate, even partially, over 500 students. The Presbyterian of New Brunswick will shortly call