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EDUCATIONAL.

THE TRAINING SYSTEM.

[In the March No. we furnished some specimens of native talent, by the insertion of a few exercises written by the young ladies attending the Normal School. We promised to give a few more of these exercises in our next number, but this we were unable to do in consequence of the length of our Educational Report. We, however, gladly redeem our pledge, and subjoin two essays on the Training System of Education,—the former by Miss A. K. P. of Truro, and the latter by J. A. M., Jr. of Annapolis County. These essays, too, will show the degree of attainment at which many of our pupils arrive in their knowledge of our system.]

NOTHING can be done efficiently without a system. The farmer who commences the cultivation of his land does so with some plan in his mind's eye, or fails in the attempt. The house-keeper beginning her day's toil, must have some course of conduct marked out, else her work will be as far behind when night steals on as it was when morning dawned on its commencement. If a system is necessary for those who are dealing with matter, must it not be much more requisite for the development of mind? Certainly it must. And a teacher not only requires a system, but he requires one that is applicable to every case. Such a one is the Natural or Training System—the one adopted in the Provincial Normal Seminary, Truro.

The old rote or mechanical process formerly adopted in our country schools, consists of making the children commit to memory words to which they may not be able to attach any idea. The teacher, of course, offers no explanation! How

long such a practice would have been endured by our progenitors we do not know, but this we do know, that a star arose casting such light around that the supporters of this irrational method were obliged to beat a hasty retreat, giving way to the great Pestalozzi, who produced a complete revolution in education. He assumed these fundamental principles—viz., 1st. We must act according to nature; 2nd. Make the child use its own powers; and 3rd. Undue cultivation of memory, to the exclusion of the other faculties, as contrary to the meaning of the word Education. He reduced everything to Number, Form, and Words—of course number included all connected with figures—form, everything in the external world—and language, the workings of an internal existence. Thus he had an unbounded field to examine,—calculation—the sciences and metaphysics. Though we revere him as a great educationist, and admire his system because of its near approach to our own, yet we cannot help detecting errors where they exist. He thought that through nature we could know the attributes of nature's God, without being helped by Revelation.

The Monitorial or Madras System flourished next. It consists in teaching through the medium of the advanced pupils who are taught themselves by the head master. It secures a cheap education,—one teacher being able to have a very large number at his school, and it affords an opportunity to those who have an aptness for their business, to display their skill.

The Intellectual method contemplates the development of intellect without any reference to our physical and moral constitution. It consists of simplifying by the analysis of words and sentences.