

ACADIAN GEOGRAPHY.

WE propose to devote a part of each of the succeeding numbers of the *Parish School Advocate* to a systematic treatise on the Geography and peculiarities of Nova Scotia, New Brunswick, and Prince Edward Island, which should be studied by every child in these provinces.

The name "Acadia," was the original name under which these provinces, along with a portion of the state of Maine, hailed during the early settlement of the country.

It is often said and with much truth, that many of our provincial youth are much better acquainted with the leading peculiarities of the United States and other countries, than they are with the land of their birth. It is not uncommon to find numbers of our youth well posted up in a knowledge of far distant countries—countries from which we receive little or no advantages, and at the same time so ignorant of the resources of the land of their birth,—the country in which they live, eat, drink, sleep, get married, and enjoy the necessities, yea, even the luxuries of life, as not to be able to tell, if asked, how many counties there are in the province they live in, to say nothing of their situation and other leading peculiarities. This want of knowledge of *home*, we are aware, very frequently arises out of the want of books containing the necessary information—the important topics of provincial interest.

The first part of the secular education of every youth, should be a knowledge of ourselves our country, and institutions. Until we appreciate more fully our own country and institutions, it is useless to expect such a proper development of our vast resources as will enable us to profit thereby. Our knowledge of

our country should extend beyond merely a knowledge of the latitude and longitude of each colony, along with the false statements usually found in books of geography, saying that the inhabitants of these colonies subsist by lumbering. It is now generally conceded that we have a valuable country,—a wholesome climate, an extensive seaboard, numerous navigable rivers every where penetrating the country, our internal and external waters teeming with a great abundance and variety of valuable fish, our soil capable of producing food for many additional millions of human beings, the bowels of the earth richly stored with valuable minerals, and the forest clothed with as fine a growth of timber as is to be found on the American continent. We shall endeavour to treat these various departments in such a manner as not to be tedious, and at the same time afford such an epitome of provincial facts as every youth of the country should be acquainted with.

Those who are not supplied with copies of the "*Parish School Advocate*," and are desirous that their children should become acquainted with the peculiarities of the lower provinces, should procure copies as soon as possible. The number of copies contained in this volume is very limited, and there are only a few copies to dispose of, which will be forwarded along with the back numbers to order.

Subscribers to the "*Parish School Advocate*" would do well to preserve the different numbers, especially if they have families, as the whole volume at the end of the year will form a large store of reading matter, which might be found useful for family reading, as well as for reference.

EDUCATION.

ITS ORIGIN AND OBJECTS.

THE supremacy of human nature is one of mind. Man with no more knowledge than a brute would be as powerless. His constitution as a rational being, gives him an inevitable superiority over the lower orders of animal existence. But he is also capable of diversified and extensive attainments which can

only result from a voluntary application of his faculties. (This application and its results we are accustomed to denominate education. The term is derived from the Latin word *educare*, which signifies "to nourish," "to bring up," "to draw out," "to teach or instruct."—These definitions obviously include the two-fold idea of organic development