

IX.

No modification of the Constitution shall be made until it has been discussed for two successive meetings, and finally adopted by a majority of two-thirds of the members present.

COUNSELS FOR TEACHERS.

THE Rev. Mr. Moore, chairman of Examiners for the district of Chester, has forwarded for publication in the *Journal*, some pithy and excellent sayings of Bishop Doane. Mr. Moore adds:

"I have proved their value, and shall be richly rewarded if they now serve to further any of our teachers in this Province in their delightful task, as much as they have formerly aided me. Words of mine can give no such idea of the value I place upon these 'counsels,' as is conveyed in the following quotations from the Bishop's Biographer:

"These are first water jewels, clear, and pure, and real, and pointed. The very concentrations of ripe wisdom and earnest experience." "They were at once the results of his experience, who had worked up, every step from the lowest to the highest; and they were his unvarying habit, in all their severity of detail, until his last class."

We subjoin such portions of these 'counsels' as our space will allow, and as seem to be of value to Novascotian teachers.

1. Children are tender in their nature. It is the petulance and impatience of parents that hardens them; and teachers too often complete, by captiousness, what parents have begun. A child is a tender thing.

2. It should always be presumed, with children, that they tell the truth. To suggest that they do not, is to help them to a lie. They think that if it were so bad a thing, you would never presume it.

3. From want of sympathy with children, much power with them is lost. You traverse a different plane from theirs, and never meet.

4. That is well, which is said of Agricola by Tacitus—"Scire omnia, non exsequi:" he saw everything, but did not let on. This is great in managing children.

5. Teachers under-estimate their influence with children. In this way, they commonly lose much of it. A child is instinctively disposed to look up to a Teacher with great reverence. Inconsistencies weaken it. By unfaithfulness it is lost.

6. Everything is great, where there are children; a word—a gesture—a look; all tell. As in the homœopathic practice, to wash the hands with scented soap, they say, will counteract the medicine.

7. Nothing is more incumbent on Teachers, than perfect punctuality. To be late one minute, is to lose five. To lose a lesson, is to unsettle a week. Children are ready enough to "run for luck." They count upon a Teacher's failures, and turn them into claims. At the same time, none are so severe, in their construction of uncertainty, in Teachers, as those who take advantage of it. It is with children as with servants; none are such tasking masters.

8. Manner is much with all; but most with Teachers. Children live with them several years. They catch their ways. Postures—changes of countenance—tones of voice—minutest matters, are taken and transmitted, and go down through generations. Teachers should think of these things. Carelessness in dress—carelessness in language—carelessness in position—carelessness in carriage, are all noticed; often imitated; always ridiculed. Teachers should have no tricks.

9. Few things are so important, in life, as a just estimate of the value of time. Everything, in a course of education, should promote its attainment. It will be learned or unlearned, *practically*, every day. If a teacher is in his place, at the minute; if he has every scholar in his place; if he has all the instruments and apparatus ready, down to the chalk, the pointer, and the blackboard wiper; if he begins at once; if he goes steadily on, without interval or hesitation; if he excludes all other topics, but the one before him; if he uses his time up, to the last drop: such an one is teaching the true value of time, as no sermon can teach it.

10. Gossip is the besetting sin of some good Teachers. The thread of their association is *slack-twisted*. It is *apropos*

to everything. Gossiping should be banished from every recitation room.

11. Nothing can be more radically wrong, in education, than the attempt at false appearances. It rots the heart of children, and makes them at once hypocrites. And it fails of its immediate end. The children know, and tell it. The teacher, who has *crammed* his scholars for an examination—assigning this proposition to one, and that passage in an author to another—is like the silly bird that hides its head, and thinks it is not seen.

12. In all good teaching, "*multum, non multa*" is the rule; *not many things, but much*.

13. Teachers must not lose courage at slow progress. The best things come little by little. "*Gutta non vi, sed sæpe cadendo*."

14. Teachers that *are* teachers cannot be paid. Alexander's conquests would have been no compensation for Aristotle's instruction. Their names are written in Heaven.

15. Irony, sarcasm, and the like, should never be employed with children. They only irritate. Oil softens better than vinegar.

16. Teachers err, by giving too long lessons at first. If necessary, occupy the whole hour with a single sentence or a single rule. The next hour you can take two or three. Let nothing be passed that is not mastered. It will seem slow at first. Afterwards it will be fast. "*Festina lente*."

17. There are Teachers who say the lesson for their pupils. They learn the trick of it, and lean on it. They have but to hesitate, and the master gives them the word. It is partly from impatience in the teacher; partly from over-easiness. Such a master will spoil the best scholars. It is the office of a teacher to help his scholars: not to do their work.

18. To be a Teacher, is either the most odious or the most delightful occupation. It is the heart that makes the difference. The years that Jacob served for Rachel, seemed but a few days to him. The reason was, *he loved her*.

EXTRACT FROM THE REPORT OF DUNCAN CAMPBELL, ESQ., IN CONNEXION WITH THE IMMIGRATION DEPARTMENT.

NOT the least prominent inducement to a very large immigrating class of Scotchmen to make Nova Scotia their adopted country, is the pleasing fact that here there is a system of what is usually designated "national education," so comprehensive in its plan, and excellent in its working, considering the very recent period of its establishment, that it throws the educational system of Scotland into the shade. When I came to Halifax, I was ignorant of the existence of this beneficent engine; beneficent, as its direct inevitable result will be the gradual improvement of the heart, and the expansion of the intellect of the people, culminating in the increase of material prosperity, and the elevation of the Province, in its political, mercantile, social and moral interests. Here, to my surprise, I found academic, normal, model and common schools; a system of educational training, commanding in its management the able services, as Directors of Public Instruction, of the Executive Council of the Province. It is not my province at present to speak of its mode of support, although I hold very decided views on the subject,—that I leave to others; but this I will venture to affirm, that when the gentlemen who, in virtue of the school law, constitute the Council of Public Instruction—no matter to what political party they may belong—sit to consult as to the best means by which the fourteen hundred and twenty-one school sections into which the Province is subdivided can be supplied with efficient tuition, directing the operations of the thousand teachers employed, and superintending the training of an educational army of about fifty thousand scholars, they are discharging state duties of the highest order. No reflecting mind can contemplate the extensive machinery in operation without being affected by its moral grandeur.

Let me glance for a moment at the present condition of Cape Breton, and indicate the change likely to be produced by the schools now in operation. The people are almost all Highlanders, either they or their forefathers having emigrated from the Hebrides of Scotland, from which they may

* "Not by force, but constant falling.
The drop doth wear the rock away."—PULHAM.