

T H E

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

ERRATUM.—Explanations of Register, sixteenth line, for "pages 3 and 6," read "pages 3 and 7." Teachers are requested to make the correction in their Registers.

THE HALIFAX COUNTY COMPETITION, which takes place March 13th, will be held in Temperance Hall, Halifax City. Exercises begin at 10 o'clock, A. M.

LOST DAYS.—We may state in answer to enquiries, that any days lost by schools in attending the county competitions may be made up as provided by the regulations for "Holidays and Vacations." See Official Notices.

NOTWITHSTANDING the liberal contributions made for the relief of our suffering fishermen, much want still prevails among extensive settlements along our shores. We beg to offer a suggestion to Teachers, acting upon which they can do something to assist the starving, and the same time teach their pupils the lesson of christian charity and deepen public interest in their schools. Let them, with the concurrence of their Trustees, have school exhibitions—recitations, music, dialogues, spelling matches, etc., during these fine evenings. In many cases two or more adjoining schools could unite in one of these exhibitions. If such a movement were general among the schools, even a small admittance fee would in the aggregate yield a handsome sum. Whatever is done should be done promptly—"Withhold not good from them to whom it is due, when it is in the power of thine hand to do it." Any funds raised by schools for this object may be transmitted to the Education Office. Remittances will be promptly handed to the Relief Association, and acknowledged through the JOURNAL.

ABOUT SCHOOL DISCIPLINE.

A GENTLEMAN who takes a deep interest in Education has sent us some pungent strictures on matters connected with certain schools. He says:—

"I do feel that there is much need of further enlightenment in regard to discipline and government. It is a notorious fact within my observation, that at least one first class female teacher, has been known to seize her pupils by the ears and pull them severely. Another raps or whacks her pupils lustily and habitually, with a hardwood ferule; or, if that be not at hand, with a book, on either or both sides of the head. This same teacher asserts that she does not use "corporal" punishment! Despite her severity she has a very high reputation for teaching. Then, also, the language occasionally made use of by these teachers is as follows: "Study your book, you little urchin." "You have no more principle than an Indian." "If you do not have that lesson the whacks will come." Now, such language, I maintain, is not very worthy any teacher, much less the foregoing modes of punishment. No, they are barbarous; they deserve unsparing denunciation as inconsistent with Christian principles and influences, or with the truest progress of the school in study. It scares the little ones, causes the older and obedient pupils fairly to cringe, and inspires others with a spirit of rebellion. It is high time that ear-pulling and ferule-rapping on the head, were done away with by teachers in a christian land. Thus much on discipline." He also speaks of seven reading classes and "almost as many in arithmetic," being taught in one school. There is no need of this, Three, or at most four, classes are enough for any miscellaneous school.

The trustees of the schools referred to should not permit the continuance of the practices so justly condemned by our correspondent. They should at once faithfully and firmly remonstrate with the teacher. Corporal punishment may be found necessary, but it should never be administered on the head, nor with an improper instrument, as a "hardwood-ferule," and only when other

means have failed. It is not conducive to sound discipline to be always brandishing the ferule, and threatening punishment. Nothing is more demoralizing. The best governed schools seem not to be governed at all. No threats are heard, yet every one seems to do just what one ought. Ask the teacher the secret of all this willing and cheerful obedience, and he will tell you he assumes at the outset that his pupils will obey him, and carries on his school work in this assurance. A want of prompt obedience is treated as exceptional, even abnormal. Suitable means are at once adopted to restore the only conditions upon which teaching is possible. That teacher has learned one thing which every teacher ought to know—*discipline is a means, not an end.* Scolding, threatening, petulance, and fault-finding, never did and never will conduce to the discipline and progress of any school. Nor will "whacking," "ear-pulling," "hair-pulling," and the like. These are simply manifestations of littleness and spleen.

One word more. If any teacher is troubled with a disorderly school, if he finds the sweetness of his temper leaving him day by day, if his pupils are uneasy or listless, something is radically wrong, and should be righted at once. Let him cast about him for the remedy. And, first of all, let him satisfy himself that his school-room is plentifully supplied at all times with pure atmospheric air. Thorough ventilation is the first and indispensable condition of discipline. Without it, the winning ways of an Esther, the patience of a Job, or the muscle of a Samson, will contribute little to secure this result. Many a child has been punished for inattention to study, and many a teacher has grown weary with fretting, when impure air was the real cause of the troubles. Probably one-half the difficulties experienced by some teachers would at once vanish, if their school-rooms were properly supplied with fresh air. We are disposed to think that our correspondent's strictures apply, in part at least, to CARBONIZED AIR,—one of the most peevish, crabbed, ill-humored and ill-flavored teachers that was ever suffered to hold sway within the walls of any school-house. The period of his license has, by law, expired, and he has already been expelled from the best schools in the province. We advise trustees everywhere to bid him "Be-gone."

ABOUT LICENSES.

WE have been informed that Inspectors and Commissioners in some counties have expressed the opinion that those teachers who failed to secure a provincial license at the late examination, forfeited the license which they previously held. This opinion is not correct. The regulation of the Council of Public Instruction, published through the JOURNAL in August last, and by placards in almost every section in the province in September, is very explicit touching the time when existing licenses cease to be valid. It is as follows:—

"Subject to all the limitations and restrictions under which they were originally granted, all legal and valid licenses now held shall continue to be legal and valid, as follows:

Head Master's Certificate.....	Till Nov. 1st, 1868.
Licenses of the First Class.....	" " 1868.
" " Second Class.....	" " 1869.
" " Third Class.....	" " 1870.

Licenses issued by the late Boards of District Examiners remain valid as above in the district for which originally issued, and for any other district, or districts, in which they may have been duly endorsed previous to May, 1867. 'Permissive' licenses cease to be valid on the expiration of the period for which they were originally granted."

It will be seen that the regulation very wisely furnished holders of M. 1 and F. 1 three opportunities of obtaining a like grade of provincial license; while holders of M. 2 and F. 2, and holders of M. 3 and F. 3, were permitted five and seven trials respectively.