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The Parish School Advocate,

AND FAMILY INSTRUCTOR:

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

THE PARISH SCHOOL ADVOCATE, and FAMILY INSTRUCTOR : is Edited by ALEXANDER MONRO, Bay Verte, New Brunswick, to whom Communications may be addressed,— post paid; and Printed by JAMES BARNES, Halifax, N. S.
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VOL. I.

APRIL, 1858.

No. 4.

PROSPECTUS.

WE propose to publish a Monthly Magazine, under the above caption, to be devoted principally to the advancement of Parish School Education in the lower provinces of British North America.

While other countries have their numerous periodicals devoted to the advancement of education, and all departments of provincial interest in these provinces are fully represented, that of Education is without any special advocate.

This deficiency we propose, in a measure, to obviate, by publishing a periodical, in the columns of which we shall endeavour to call attention to this important subject, and do all in our power to encourage parents, teachers, and governments, in the education of the youthful mind.

PLATFORM.

1. FREE SCHOOLS, and their support to a limited extent by direct assessment.
2. The BIBLE, the testmark of moral obligation, without which education is useless.
3. No POLITICS, further than what relates to education.
4. Articles on general literature will be admitted when space permit.

“ S U G G E S T I O N S ”

On the Improvement of our Common Schools. By EDMUND H. DUVAL, Esq., Head Master of the Training School, Saint John, N. B.

MR DUVAL, previous to the action of the New Brunswick legislature in 1858, on the subject of common school instruction, laid before the public a pamphlet of twenty-seven pages, containing a number of valuable suggestions, many of which, if adopted, would be conducive to the best interests of parish school education: but, strange to say, they have passed with the legislature as so much waste paper,—not one of the many useful suggestions laid down by the learned gentleman has been introduced into the new school bill. This proves to us the utter futility of troubling the legislature with any thing, except the party acting can bring such a political power to bear upon the so called wisdom of the country, as will jeopardise their offices, then they will come up to the mark, and even where no principle exists, by such a course right and justice may be obtained.

Mr Duval has entered into a discussion of the merits and demerits of our common school systems with a mind matured in the matter. After successfully combating the folly of some political economists, who insist that the legislature should not give encouragement to education, but let each denomination educate its own people, says: “The only question now, being how that money may be most judiciously spent, so as to aid the promotion of virtue and intelligence, give security to life and property, and perpetuate those civil and religious liberties which probably we enjoy to a greater extent than any other people on the globe.”

While we firmly believe in the superiority of the principle, of allowing the people to act on the subject of education in their municipal capacity,—having county organisations, county boards of education, and having the county grammar schools converted into training schools, and investing the trustees with the power to examine and inspect the schools in their several localities—and be paid for it; and also having competent lecturers to enter every locality and

call the attention of the people generally to the benefits of education. Still, if we are to have a provincial board of education, who are to be clothed with authority to control, and make regulations for the schools of the province, and send inspectors to examine them, let us have such board chosen as Mr Duval says, “not on account of any political party bias, but simply on account of their literary standing and their adaptation to promote the education of the country.”

But “the right man in the right place,” is well said by our author to be, in these times, “an expression of mere political cant,”—it is utterly useless in the present state of political parties, who have nothing but office to fight for as party differences, to get men placed in power independently of political party. The best institutions of the country—the dearest rights of the people—must be made to succumb to keep men in power—to keep half a score of officials in office, each receiving from £400 to £800 per annum out of the revenues of the province. It applies equally the same to all parties. The schools will never prosper where such is the case. Educational institutions should be governed separate and apart from all party distinctions; they are the fountains which should be freely opened for the reception of all without regard to political party; but when men are placed over these establishments whose political feelings run so high as to lead them to keep up a system of canvass for the party to which they belong, the result will prove injurious to educational progress.

We fully coincide with Mr Duval in the belief that “an active, intelligent, urbane, experienced and practical man, visiting under the direction of the board every part of the province, exercising a general supervision of the schools, and delivering lectures, might infuse such a spirit into the public mind as would awaken parents from their apathy, and induce them to secure for their children, even at a personal sacrifice, a thorough education; and would also be the means, no doubt, of changing the character of the many “miserable hovels, called school-houses, standing by the road sides, as monuments of our shame, into neat commodious, well ventilated and clean

buildings, which would be occupied by good teachers, and the revenues of the province, now expended generously, would be expended wisely as well."

On the subject of school inspection, a "considerable difference of opinion exists;" but as to its nature, we also believe that if faithfully performed by competent men, good will result. And although proper men would not always be obtained in every parish in the province, still if the trustees were impowered with the duties of inspectors, and paid for it, there is no doubt that the work would, in a general way, be done equally as well as at present.

We cannot perceive that much general good results from the present system of inspection. The inspector spends *an hour* in each school during the year, for which he receives thirty shillings per annum. We have been going on to know the state of the schools for the last ten years, but our knowledge has not turned to profit—the schools have not much increased in usefulness thereby. New Brunswick has been paying for inspection for the last ten years, until the sum paid has actually amounted, in the aggregate, to £17,300. We have been told that its good results would be, like bread cast upon the waters, seen after many days; but the many days have passed by, and our children have not yet been supplied with better intellectual bread or more of it. Still we admit with Mr Duval, that if active intelligent men—men who are no political partizans, and who had the confidence of the teachers and people, were appointed to the office of inspectors, a different state of things would exist. We do not hold the doctrine to be always true, that "what is best administered is best;" still a bad system may be so administered as to produce much good: and so it is with our school systems,—much more good might be derived under a more active and energetic administration.

While we are willing to admit the fact that the training and model systems have done much good, in excluding from the schools, as teachers, many dissipated old men, who at one time almost monopolised the work, and introduced in their places a class of more intelligent, sober, and respectable young men and women, to whom the community may safely confide the rearing of their off-

spring;" still one of the great complaints of the people at the present time is, the inefficiency and carelessness of teachers. It is said, and with much truth, that there are too many ignorant boys and girls employed as teachers,—mere children, who have no system of teaching, and know nothing of the art. Of the 730 teachers and candidates who have been admitted into the training school at Saint John, exclusive of those who have graduated at Fredericton, 390 were males, and 343 were females.

Mr Duval recommends that each teacher remain twelve months at the training school, instead of twelve weeks, as at present.

We cannot see any good reason for limiting the time each candidate should attend by law, at all. Why not let each case stand upon its own merits? If one candidate should enter the training school, who is well versed in the best mode of conducting a school, we can see no just reason for keeping such a one as long as another, who may be a mere tyro in the art. Such a course affords no encouragement to self-culture, but the contrary. Two weeks might suffice as a sufficient term of attendance for some applicants, while twelve months would be too short a period for others to attend the training school.

CLASSIFICATION OF TEACHERS.—There is no doubt "that it would be a decided improvement if only two classes of license were issued, abolishing the third class altogether." There may be some remote and thinly populated places that may require a third class teacher: but teachers should be placed where they would be most useful; unskilled and uneducated persons are often found occupying important stations to the exclusion of well-informed teachers; engaged by the short-sighted policy of parents who are anxious to obtain cheap teachers,—indulging in parsimony just in the point where generosity would be true wisdom." In the classification of teachers, "regard should be had to general information as well as mathematics." It is not uncommon to find teachers, both male and female, who possess a considerable knowledge of dry theory, without general information, or any system of communicating knowledge to others; they "have read scarcely

any thing, and are incapable of joining in general conversation;" nor have mingled with intelligent society,—taking the place of others who have "a happy method of imparting instruction."

Mr Duval is opposed to grants to sectarian institutions. He says: "While sums have been voted for aiding the erection of denominational and other school buildings, the normal school has had to assemble in some unoccupied building, that the proprietor may choose to let for the purpose." He recommends "the erection of creditable and spacious premises, in a populous and central neighbourhood . . . that we shall refer to with satisfaction." Mr Duval urges the necessity of teaching the resources of the country with practical agriculture.

RELIGIOUS EDUCATION.—"That the Bible should be excluded from schools, is what none should demand, or, if the demand were raised, should never be

submitted to. . . . Protestants have a right, if they please, to have their children taught from the sacred scriptures: but they have no right to force the reading of them, or any particular version of them, on Catholic children.—It would be tyranny in Catholics to prohibit the use of the Bible to Protestants; and it would be tyranny in Protestants to force it on Catholics." This we hold to be a just view of the matter. Mr Duval very justly condemns separate common schools. He says that "men who should be brethren, would grow up to be strangers to each other, and religious differences would be widened and perpetuated."

With regard to the assessment principle, he says: "All legislation without it will be defective and unsatisfactory."

Such is a brief synopsis of this valuable publication. There are other matters contained therein which we may turn to in future.

NEW BRUNSWICK SCHOOL BILL OF 1858.

THE following is the substance of the Bill for the better encouragement of Parish Schools: now [March 24th] on its passage through the Legislature.

BOARD.—The governor and council with the chief superintendent, is to constitute a provincial board of education. The salary of the chief superintendent to be £300 per annum, exclusive of travelling expenses and contingencies of office, which will in all probability swell the amount to £500. A clerk is to be appointed with a salary of £150.

There are to be four inspectors for the province in place of fourteen, one for each county, as under the last law; each inspector to have a salary of £250 per annum—making *one thousand pounds* for school inspection. The training and model systems to be continued as before. The board "to make regulations for the organization, government and discipline of parish schools, and the examination, classification, and mode of licensing teachers, and the mode of certifying the time taught, and paying them."

The board to appoint examiners of teachers, hear appeals, prescribe duties

of inspectors, apportion the legislative grants for schools among the different parishes, and "provide for the establishment, regulation, and government of school libraries, and the selection of books to be used therein; but no works of a licentious, vicious or immoral tendency, or hostile to the Christian religion, or works on controvesial theology shall be admitted."

The board has also the power to make school-house regulations; apply all monies arising from the sale of books, maps, etc., in procuring other books, etc., and appoint persons to sell the same under their directions; and divide the city of Saint John into two parishes for school purposes.

"The SUPERINTENDENT shall have a general supervision and direction of the inspectors, the training and model schools, and the parish schools, subject to the order of the board of education. He is empowered to enforce the regulations made by the board; collect information on education; hold public meetings on the subject of education; give instructions to officers connected with

the schools, and to teachers; establish school libraries; provide plans for school-houses; send for books, maps, etc., when required. The superintendent shall annually prepare a report, setting forth the condition of the schools and libraries, and showing the amount of monies paid, with such suggestions as he may deem necessary."

THREE TRUSTEES shall be annually elected at the same time and in the same manner as other town and parish officers, whose duties shall be to lay off school districts; agree with inhabitants in selecting a teacher; suspend or displace any teacher for incapacity or immoral conduct;—the teacher having the privilege of appealing to the board.

"They," the trustees, "shall immediately after notifying the engagement of a teacher, and annually thereafter, call a meeting of the rate-payers of the district, for the purpose of electing a school committee, to consist of three persons, giving seven days notice, to be posted on the school house, specifying the time, place, and object of such meeting. The trustees shall visit the schools once a year, and apportion any moneys which may be raised by assessment, among the school districts in their respective parishes.

ASSESSMENT.—The teacher in any district or parish, whose inhabitants may assess themselves to pay the local salary of the teacher, shall be allowed ten per cent. over the usual government allowance.

COMMITTEE.—The rate payers of every school district shall at the meeting called by the trustees as aforesaid, elect three persons, who shall constitute a school committee for the respective district, who shall continue in office for one year. The committee as aforesaid, shall have charge of the school house, grounds, appurtenances, etc., call meetings of the inhabitants for the purpose of providing a school house, books, maps, libraries, etc., and admit free scholars.

TEACHERS.—The teachers, male and female, shall be divided into three classes, who are to receive the same salaries, and teach the same subjects as under the last law. Females to teach, along with other branches, common needlework.

The teachers are to inculcate the moral virtues among their pupils; but no pupil shall be required to study in or from any religious book, or join in any act of devotion, objected to by his parents or guardians.

Each parish may have a superior school by raising £70, when the province will pay £50 towards such school.

SCHOOL LIBRARIES.—The province will pay a sum, not exceeding five pounds per annum, to any district that will raise double the amount in aid of a local library.

Then follow the regulations as to how the assessment principle is to be managed.

There are to be three teachers connected with the training and model schools—two males and one female, whose salaries the bill does not fix; but it is not likely the salaries will be less than under a former bill, which amounted in the aggregate to £310 per annum.

Such is a brief synopsis of another New Brunswick school bill. Every bill on this subject teaches the necessity of the public mind being made acquainted with the requirements of the country. Here is another bill, touching the best moral and secular interests of the people, and in the execution of the provisions of which they have to play an important part,—purchase land, build school houses, elect trustees and committees, both of whom have responsible duties to perform without receiving one fraction for their labour. But it will be said they get so many pounds from the revenues of the country in aid of schools, which is very true: but it is only a portion of their own money—a portion of what they have paid into the revenues of the country for this very purpose; so it is their own money after all. It will be observed by this bill that the trustees and people, who have not a day to spend without remuneration, do not get a single farthing for their trouble, while £1,800 per annum are to be drawn from the revenues of the country and distributed among other officials, over whose conduct the people or parish school officers have no control.—However, it is the act of the provincial parliament, and must be submitted to, no matter how absurd.

On the authority of the Attorney General, the inspection of schools cost the province in 1857 the sum of £1,300; under the bill of that year there would be inspectors—one for each county—while under this bill the cost of inspection will be £1000; and it must be obvious to any one at all acquainted with the duties, and extent of country to traverse, that the sum is too small: after expenses are paid the recipient of £250 will have little left. Hence, it will only be a waste of money, without producing any good results to the province. The bill in fact, to use the language of the Surveyor General, “was indeed substantially the same as the former—there was no radical change.” But we differ with his honor when he says, “there was no room for any” change; for there was room: and there is room for change from this bill also. It certainly looks like a waste of money to spend £500 in legislating for education without making one practical improvement.

The section of the bill providing for the establishment of superior schools in the province, by the inhabitants raising £70, and the province paying £50, is practically putting a veto on their establishment, except in wealthy communities.

If this bill had authorised the trustees to examine and inspect the schools, and given them twenty-shillings per annum for the examination of each school, in place of paying *eight hundred pounds* per annum to others for doing no commensurate good,—for it is the old system over again, only worse, if possible,—some good might have resulted—besides two or three hundred pounds saved;—and the people would have been encouraged to take an active part in the matter.

Large sums are annually bestowed on the higher institutions of education, without the government pretending to appoint superintendents and inspectors, to govern, examine, or report on them; but when action is to be taken on the common schools, a lot of officials must be appointed to receive all the money, while the people have to do the work, and incur the expenses.

We firmly believe the common schools will never assume a proper standard of usefulness, until the people, for whose special benefit they are instituted, take

a more lively interest in their behalf, which it is doubtful they will ever do, until they obtain control of them, with the offices and emoluments attached thereto.

Female teachers are to be allowed, as heretofore, to give their female pupils instruction in common needle-work.—We hope the inspectors to be appointed will be fully competent for the task of examination. The inspectors under a former law have been very remiss in this respect—they have failed to make any report as to the improvement being made in this department of parish school instruction, which very probably arose out of their ignorance of the work.—This is too bad: men appointed to an office who are ignorant of its duties.

If this system is to be continued, we suggest the propriety of allowing every male teacher to give the boys under his charge daily lessons in making axe-handles. We presume no person in this country, who has ever cast a glance at the state of our forests, or felt the necessity of a good winter's fire, but will see the reasonableness of this suggestion.

Under the law now about expired, twenty-five per cent. was allowed to such districts or parishes as would adopt the assessment principle; by the law under review, only ten per cent. is allowed.—This is legislating backwards—this is worse and more of it; still the principle appears popular with the legislature.

Another very remarkable feature in the bill is, it does not even once name either *God* or the *Bible*; and it also states that no “works on controversial theology shall be admitted” into our schools. Now it is well known that all the works put together, has not given rise to so much “controversial theology” as the Bible. It is the theology of the Bible that the world has been fighting about ever since a Bible was given to man. And after all, it is the teaching of this theology that is elevating all departments of society, as far as its influence is felt; and as nations and countries approximate their acts to this standard, so do they become enlightened and civilized. This bill, we are informed, has been much altered in its passage through the legislature, with respect to the introduction of the sacred scriptures as a school book; but it is somewhat astonishing that any government,—we do

not refer to the present government more than former ones,—boasting of free institutions, and its morality, should attempt to enact a law for the regulation of its educational institutions, without naming the fountain head—the Bible—of all just legislation on the subject.—Yet, notwithstanding the absence of any mention of the Bible in the original bill, teachers are required “to impress on the minds of the children under their care, the principles of Christianity, morality, etc. The word *Christianity*, like that of education, takes a great latitude of acceptations at the present time,—so much so, that haters of Bible truth are as often called Christians as those who are the most devoted followers of its truths; which may be for aught we know the kind of Christianity the school bill contemplates being taught in our schools.

If the bill imposed upon teachers, where parents do not forbid it, the necessity of teaching the principles of Christianity and morality, as contained in the Bible, then the bill would be perfectly intelligible. However, we are

informed that the good sense of the legislature has introduced such amendments in this respect as to make the bill more satisfactory to all parties.

We intend to afford our readers an opportunity of reading it for themselves as soon as it comes to hand in its amended form.

NOTE.—Since writing the foregoing, we have understood the two following amendments have been made to the school bill,—the latter slightly altered.

“That the board of education shall, by regulations, secure to all children, whose parents and guardians do not object to it, the reading of the Bible in the parish schools.”

Also,—“The portions of the scriptures to be read to the Roman Catholic pupils in the parish schools, in this province, shall be read from the Douay Bible, and must be read without comment.”

It is also said that a motion is likely to be carried through the legislature, providing for the payment of trustees.

SCHOOL DEFECTS.

BY ALONZO POTTER, D. D.

WANT OF INTEREST ON THE PART OF PARENTS, ETC.

“THIS is doubtless the sorest evil with which we are called to contend, indifference and neglect on the part of those who ought to feel the most lively concern for the welfare of our Schools, cannot fail to chill the zeal of all other persons. Neither teacher-, nor scholars, nor trustees, can be expected to labour with ardour and perseverance, when they find no sympathy where they have the best right to expect it. This apathy manifests itself in many ways: in the preference which is so frequently given to the poorest teachers, provided only that they are the cheapest; in permitting children to be irregular in their attendance, in the neglect of parents to visit the school, that they may know whether the teacher understands his duty and discharges it; in omitting such examination of the children at home as will animate them to greater

diligence, and, at the same time, reveal the true degree of their proficiency; in allowing the schools to be closed for a large part of each year; in opposing every plan which involves an increase of expence or efficiency; and finally in encouraging a contentious spirit among the employers, and a want of respect towards the teacher. It would seem, at first, as if no man could have the least sense of the importance of schools, or of his duty towards them, who gives his countenance to any one of these practices. Charity however, requires us to admit, that in some cases, this may be owing to ignorance, or inconsideration. All persons do not know that schools may, in some cases, be useless,—in others, a positive nuisance. They usually feel that education is very desirable, and, in the present state of the world, even necessary. They have built a schoolhouse, provided it with a teacher, supplied their children with books, and

enjoined their attendance; and it never occurs to many of them, that more can be necessary. When they propose to raise a crop of good marketable wheat, they are very careful to get the best seed, to see that the ground is carefully prepared to receive it, to have it deposited after the most approved manner, and to guard the young plant, at every stage of its growth, against noxious animals and every hostile influence. They trust no workman, who is unacquainted with his business, and omit no precaution which can secure them against loss or injury. It is not possible that these men would refuse to apply the same care to the training of their children, if they felt it to be necessary. They do not feel this. They say that their children are at school, and that they intend to keep them there. They have yet to learn that all this may be without benefit; that morally they may become worse at school; that even their intellectual tastes and habits may degenerate, and their prospects in life only be shrouded in deeper gloom.

What, then, is the *remedy for this evil*. It must be found, in a full and free discussion, before the people, of the claims of common school. Every means must be invoked by which, on other subjects, men are enlightened and aroused. The press must be made to speak; not that portion of it only which is especially devoted to schools, but the daily and weekly press; also the magazine and the review. Meetings must be convened in every town and neighbourhood, at which those who have hearts to feel and minds to comprehend the vastness of this theme, may give utterance to their conviction. Arrangements must be made, to have these meetings recur frequently, and to secure the presence of those whose opinions command respect and attention. Every individual who appreciates at all the magnitude of the subject, must endeavour to fill his mind with impressive facts and arguments, and as he goes abroad, scatter the good seed by the way side in the field, at the market place, and in the shop. Each one must remember that he can do something for this good work, and that what he can do, he is bound to do. Especially, in his own district or town, ought each one to give his whole influ-

ence towards the diffusion of sound views, and the introduction of a wiser and more liberal policy.

The business of education is essentially progressive. It consists of a series of processes, the later always depending upon the earlier, and requiring, therefore, to be conducted, within certain limits, on the same principles, and by the same methods. But, in the present state of our schools, hardly any two teachers have the same methods. No opportunity is afforded the one who succeeds to become acquainted with the state of the school, and with the methods of his predecessor, by actual observation. The one has gone before the other arrives. He enters the school, a stranger to the children and to their parents, unacquainted with the relative propensity and aptitude of the different scholars, ignorant of the course which was pursued by former teachers, and with the prospect, probably, of retiring himself, at the end of three or four months. Is it not evident, that the progress of the school must be arrested, until he can learn his position. As each together is apt to be tenacious of of his own system, is it not also evident that after having arrested the work which his predecessor began, he will in many cases, proceed to undo it? Thus the children will often spend the whole of his stay, in retracing their studies in a new book, or according to a new method. There will be movement, but no progress.

The effect on the teacher, must be equally bad. This practice makes him, in truth, little better than a vagrant.— He can have no fixed residence, since the period for which he engages is never over a year, and rarely over four months; and even in these cases, it is liable to be curtailed by the caprice of his employers, or the arbitrary interference of the trustees. He, of course, cannot marry.

He has little ambition to form a character; his employment occupies without improving him; and, in most cases, he either hastens to leave it, or becomes a contented but useless drone. Can we wonder that there are few good teachers under such a system?"

The evils here complained of by the Doctor are very prevalent in the lower colonies of British America, and call for

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 Doctior 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

for a similar sum to that awarded to the other religious denominations,—which will increase the sum to about £5,000 per annum. The sooner we erase these grants from the records of the province the better, and bestow the amount in aid of common schools; and erect, in some central part of the province, a university, where the youth of all denominations may enter, and there obtain a thorough collegiate education,—an education fitting them for the highest requirements of the country, so that they may compete in the educational ranks with those of other countries.—Such an institution would be a desideratum, and an honour to the province. Let Nova Scotia do the same, and the sooner the better. We should like to see these two important colonies unite in the erection and endowment of an educational institution of a high order, with a proper staff of professors, where the youth of both provinces could draw from the deepest fountains of knowledge. We are aware of the difficulty of withdrawing these grants; the principle once established and acted upon, seems to be clung to by the public as a right held by possession,—each denomination arguing that they have erected their educational institutions with the view to legislative aid, and now to withdraw that support would amount to a breach of faith, and the destruction of the institutions.

Notwithstanding, however, these oft repeated assertions in proof of a continuation of these grants, we deem it sufficiently obvious that denominations, as such, have no claim to public moneys for sectarian purposes; if so, the Mormons, and all other infidel sects who may hereafter establish themselves in the country, have a right to similar support in aid of educational institutions. We firmly believe it the duty of the colonies, as long as they have unlettered people in their midst, which they have in no small numbers, to devote what means they can spare in rendering the common schools efficient, useful, and free for all.

What one of a thousand can answer the question, as to the amount of good derived by the public from the colleges and academies of the provinces. But one thing we do know,—that most all the useful men of the country have ob-

tained their education at the common schools; and the state of these schools,—the number in each county, the number of pupils in attendance, the subjects taught, with the number learning each subject, along with their general merits and demerits, we have an opportunity of knowing something. We know also that there are boards of education, inspectors and trustees appointed to examine them, and report their state. But what government, or who enquires into the state of the colleges and academies? None.

The legislatures go on year after year making extravagant appropriations of money, without ever appointing trustees, or a commission to examine these institutions and see that the moneys thus expended are producing a commensurate amount of good.

It is generally believed that much of the education obtained at the academies of these colonies is of a very superficial nature—not even as substantial as that obtained at many of the first class parish schools. This deficiency may not be attributable entirely to the professors; but more particularly to the limited and irregular attendance of students at the institutions. It is not uncommon by any means to meet with young people who have attended one of these higher schools for three months; begun the study of half a dozen subjects, without understanding any one of them; spent their parent's money and their own precious time; and return to their homes without having acquired either education or useful knowledge. These two kinds of education, however, they seldom fail to acquire, which consists of acting foolishly and talking nonsense, and which results generally in a deterioration of moral character.

We shall conclude our remarks on this subject for the present, by quoting Jane Taylor's description of the accomplishments of a young lady, who, on her return from school, exclaimed: "Well! my education is at last finished, indeed, it would be strange if, after five year's hard application, anything were left incomplete. Happily, that is all over now, and I have nothing to do but to exercise my various accomplishments.

Let me see! As to French, I am mistress of that, and speak it, if possible,

with more fluency than English. Italian I can read with ease, and pronounce very well—as well, at least, and better, than any of my friends; and that is all one need wish for in Italian. Music I have learned till I am perfectly sick of it; but, now that we have a grand piano, it will be delightful to play when we have company. I must still continue to practice a little; the only thing, I think, that I need now improve myself in.—And then there are my Italian songs, which every body allows I sing with taste; and as it is what so few people can pretend to, I am particularly glad that I can.

My drawings are universally admired, especially the shells and flowers, which are beautiful, certainly; besides which I have a decided taste in all kinds of fancy ornaments.

And then my dancing and waltzing! in which our master himself owned that he could take me no further! just the

figure for it, certainly; it would be unpardonable if I did not excel.

As to common things—geography, and history, and poetry, and philosophy—thank my stars I have got through them all! so that I may consider myself not only perfectly accomplished, but also thoroughly well informed.

Well, to be sure, how much I have fagged through; the only wonder is, that one head can contain it all."

This picture of a young lady's education, given by herself, is beautifully contrasted by Mrs Taylor with that of a "silver-headed sage," who after drinking copiously at the purest fountains of earthly knowledge, exclaimed: "Alas! how narrow is the utmost extent of human knowledge!—how circumscribed the sphere of intellectual exertion!—What folly in man to glory in his contracted powers, or to value himself upon his imperfect acquisitions."

ACADIAN GEOGRAPHY.

NOVA SCOTIA.

SECTION FIRST.

ACADIA, or New France, was the ancient name given to the three British Colonies,—Nova Scotia, New Brunswick and Prince Edward Island.

The Province of Nova Scotia, including Cape Breton, is included in the general government of British North America, and is situated between $43^{\circ} 26'$ and $47^{\circ} 4'$ north latitude, and $59^{\circ} 37'$ and $66^{\circ} 23'$ west longitude. This province forms a peninsula, and is bounded on the north west by New Brunswick, Chignecto, and Bay-of Fundy, on the south and south east by the Atlantic ocean, and north easterly by the gulf of Saint Lawrence and Straits of Northumberland.

It has a seaboard of 900 miles, exclusive of the indentations of the coast, and contains an area of 12,000,000 acres, and a population of 300,000 inhabitants.

BAYS AND HARBOURS.—The Bay of Fundy, an inlet of the Atlantic ocean, is situated between Nova Scotia and New Brunswick, and is 180 miles in length,

and varies in breadth from 30 to 70 miles. The tides of this bay, from its bell mouthed shape, rises from 20 to 70 feet.

Chignecto Channel and Cumberland basin, form a continuation of the Bay of Fundy, and are bounded by New Brunswick on the north west, and south easterly by Nova Scotia.

Minas channel and Basin, and Cobequid bay, form an easterly arm of the Bay of Fundy,—extends 80 miles into Nova Scotia, and varies in breadth from 2 to 15 miles.

Saint Mary's bay is situated on the western part of Nova Scotia, and is 35 miles in length by an average of five in breadth, and is divided from the Bay of Fundy by Long Island and Digby Neck.

The principal harbours and bays lying between Saint Mary's bay and Halifax harbour are, Abuptic, Barrington, Shelburn, Liverpool, Port Medway, and Lunenburg harbours, and Mahone and Margaret's bays—all facing the Atlantic ocean.

Halifax harbour, formerly called Chedabucto bay, is situated near the centre of the Atlantic coast of Nova Scotia, in latitude $44^{\circ} 30'$ north, longitude $63^{\circ} 38'$ west. This harbour is free from ice at all seasons of the year, and is capable of affording shelter and safe anchorage to a national navy.

The harbours of note lying between Halifax and Chedabucto bay, are Jedore, Ship, Spry, Sheet, Beaver, Liscomb, Country, Tor bay, Whitehaven, and Canso.

Chedabucto bay, within which is Milford harbour, is a spacious sheet of water, facing the Atlantic ocean.

The strait of Canso is 15 miles long by one mile in width.

Saint George's bay is situated on the north west side of the province, and faces the straits of Northumberland. This bay, along with the straits of Canso and Chedabucto bay, divides Nova Scotia proper from the island of Cape Breton.

The straits of Northumberland divide Nova Scotia and New Brunswick from Prince Edward Island. Merigomish, Pictou, Tatmagouche, Pugwash, and Bay Vert are good harbours, and are situated on Northumberland straits, between Saint George's bay and the province of Brunswick.

The most notable bays and harbours of the island of Cape Breton, are Saint Peter's, Gabarus, Mira, and Cow bays, Sydney harbour, Great Bras'd Or (pronounced Bra-dore), Saint Ann's, and Aspy bays, on the Atlantic. There are no bays or harbours of note on the north west side of Cape Breton.

These ship harbours, along with others of less note, and numerous islands along the coast, render Nova Scotia one of the best maritime countries in America.

CLIMATE.—The climate of a country, which means the prevailing character of the weather, is subject to numerous influences. A flat country, even, in the same latitude, is warmer than a high

mountainous tract; and if disisthe prevailing winds be from the south west an additional degree of warmth will be imparted to the atmosphere. The situation of a country near large sheets of water whose currents flow from a warm quarter, and the clearing of forests, have a molifying influence upon climate.

Nova Scotia, besides possessing these advantages to a high degree, is situated near the centre of the temperate zone; and has an extreme of cold, below zero, of 24° ; of extreme of heat in the shade, 96° ; and mean temperature for the year of 44° —Fahrenheit's thermometer. The average length of summer is seven months.

FARM PRODUCTS.—Wheat, oats, barley, rye, Indian corn, potatoes, turnips, apples, cherries, plums, garden vegetables, etc.

EXPORTS.—In addition to the shipment of large quantities of farm products, Nova Scotia exports ships, coal, plaster, lime, grind-stones, lumber, fish, etc.

QUESTIONS.

To what government does Nova Scotia belong? How bounded, situated, and of what dimensions, and area?

Bay of Fundy,—How bounded, and of what dimensions; and of what does its extensions consist, and how bounded? Minas channel, etc., How bounded and of what dimensions? Saint Mary's bay,—Where situated and of what dimensions? What are the principal bays and harbours from Saint Mary's bay to Chedabucto bay?—name them. Describe the Straits of Canso, and Saint George's bay? How is Nova Scotia proper divided from Cape Breton? * The Straits of Northumberland,—how bounded? Name the harbours lying between Saint George's bay and the New Brunswick boundary? and also the situation of the harbours of Cape Breton?

Climate.—How influenced? Describe the climate of Nova Scotia; and also the farm products, and exports.

* Cape Breton was under a separate government, but was finally united to Nova Scotia in 1820.

[To be continued.]

NEW BRUNSWICK.

SECTION FIRST.

This province is included under the general government of British North America, and is situated between 45° and $48^{\circ} 20'$ north latitude, and be-

tween 64° and $67^{\circ} 30'$ west longitude. Its length is 190 miles, and breadth 150 miles. It lies nearly in the form of a rectangle, and is bounded on the south east by the bays of Fundy, Chignecto and Cumberland, and Nova Scotia; on the

west by Maine, one of the states of the American Union; north west by Canada and the Bay Chaleur; and on the east by the Gulf of Saint Lawrence and Northumberland straits. Its area is 32,000 square miles,—population, 220,000.

BAYS.—The bays of Fundy, Chignecto and Cumberland, are situated on the south east of New Brunswick, and are described under the head of Nova Scotia. Passamaquady and Maces bays, are offsets from the spacious Bay of Fundy; the former divides the state of Maine from New Brunswick; the latter is situated 30 miles east of Passamaquody bay.

New Brunswick has a tract of 150 miles on the Bay of Fundy, and also 150 on the Gulf of Saint Lawrence and Northumberland straits, exclusive of the indentations of the coast. The principal bays fronting on the Straits of Northumberland, are:—

Bay Verte, a spacious sheet of water, situated between Nova Scotia and New Brunswick. Shediac bay, lies 40 miles northerly of Bay Vert, and is a good harbour and railway terminus. Cocaigne harbour is eight miles northerly of Shediac, and Buctouche five miles northerly of Cocaigne.

Richibucto harbour lies twenty-one miles northerly of Buctouche, and is deep and spacious. The Bay Chaleur, or Bay of Hearts, lies between the province of Canada and New Brunswick; it is 80 miles in length, and varies from 11 to 27 in width. Within this extensive sheet of water there are numerous small offsets, affording shelter for ships, and the whole discharging into the Gulf of Saint Lawrence. There are a number of smaller harbours fronting on the Straits of Northumberland, affording shelter and anchorage for small vessels.

ISLANDS.—Grand Manan, Deer, Campobello, and the Wolf islands, are situated in Passamaquoddy bay. Herring,

Caraquette, Jakeswedi, Shippegan, and Miscan islands are situated in the Bay Chaleur.

There are a number of islands within the Miramichi bay, known as Sheldrake, Fox, Porage, Egg, and Vin islands.

The other islands on the coast are, Cocaigne and Shediac, both of which lie within the harbours of the same name.

CAPES.—There are but few prominent projections of the coasts of New Brunswick, except Cape Tormentine, which forms the northerly entrance to Bay Vert, and approaches to within ten miles of Prince Edward Island.

CLIMATE.—The climate of this province differs but little from that of Nova Scotia, except that it is somewhat more cold in the northern section. See description of Nova Scotia

FARM PRODUCTS.—Wheat, oats, barley, rye, Indian corn, potatoes, turnips, apples and garden vegetables.

EXPORTS.—Lumber, timber, ships, coal, plaster, lime, grindstones, fish, etc.

CIVIL DIVISIONS OF NEW BRUNSWICK.—This province is divided into counties and townships, or parishes—the townships being subdivisions of parishes.—Each county elects its representatives to the House of Assembly; has a shire town, where the county business is transacted; a sheriff; and a bench of magistrates.

QUESTIONS.

To what government does New Brunswick belong? How bounded? How situated; and of what dimensions?

Name its bays, islands, etc., and where situated? Of what does its products consist; and what are its exports?

Name the counties and shire towns; the number of parishes, also the number of representatives for each county. Name the population and area of the whole province?

[To be continued.]

Counties.	No. of Parishes.	Shire Towns.	Population in 1851.*	No. Representatives.	Area, in acres.
York.	12	City of Fredericton.	17,628	4	2,201,600
Sunbury.	5	Burton.	5,301	2	782,080
Queens.	10	Gagetown.	10,639	2	961,280
Kings.	9	Kingston.	18,842	3	849,920
Charlotte.	10	Saint Andrews.	19,938	4	783,360
Saint John.	5	City of Saint John.	38,475	6	414,720
Westmorland.	7	Dorchester.	17,814	4	878,440
Albert.	6	Hopewell.	6,313	2	433,560
Kent.	8	Richibucto.	11,410	2	1,026,400
Northumberland.	10	Newcastle.	15,064	4	2,280,000
Restigouche.	5	Dalhousie.	4,161	2	1,426,560
Gloucester.	7	Bathurst.	11,704	2	1,037,440
Carleton.	8	Woodstock.	11,108	2	700,000
Victoria.	7	Grand Falls.	5,408	2	2,872,000
Counties . . . 14			193,800	41	
			220,000		17,677,360

* Population.—By census, 193,800 ; by estimation, 220,000.

STATISTICS.

WHILE we admit that educational statistics have an obvious value, still it is equally obvious that something more is required of those who have the supervision of schools, than merely to supply the public with figures, indicating the number of schools, teachers, subjects taught, etc. The figures given in our school reports are not always to be depended upon as to the efficiency of the schools of the country. These reports do not distinguish between a good school and a bad one. Hence, there is no encouragement to superior schools—all stand on the same level. This is not right,—worth should be appreciated and accredited, and those teachers who conduct their schools best, and the pupils who make the most satisfactory answers, should be encouraged by every honourable means. By so doing both teachers and taught would feel as if they were working to effect some notable end ; and when such an end is gained, others would envy their position, and so move onward also. The name of the farmer who has raised and trained a superior horse—fleece on the race course,—or

raised superior cattle, sheep, swine, etc., is trumpeted from one end of the land to the other ; but men who are employed in training the youth—the immortal minds of the country—are little respected, and their efforts seldom appreciated. The teacher who gives special attention to his calling,—makes teaching an art, and applies that art skillfully in the advancement of his pupils ; and at the same time stores his own mind with useful knowledge, should stand second only to the minister of the gospel.

NOVA SCOTIA.

WE have not yet had the satisfaction of seeing the report of the superintendent of schools, for 1857, but have gleaned a summary from other sources themselves derived from his report, which we give for the present, and when the report comes to hand we shall have an opportunity of giving our readers a more full account of the state of the district schools of this province.

By comparing Dr Forrester's report of 1857, with Mr Dawson's report of

1852, the state of parish school education in this province does not seem to be in a very prosperous condition.

In 1852 there were, in winter, 31,901
in summer, 33,624

In 1857 in winter, 31,626
in summer, 37,087

which shows a falling off in school attendance of 275 in winter, and only an increase in five years of 3,463 in summer. During this time the population must have increased 30,000 over that of 1851, when the census was taken, which would bring the population to 300,000. Hence, Nova Scotia only sends one in nine of her population to school.

The sum paid for education :—

In 1852, by the province,—£11,995
by the inhabitants,— 26,851

In 1857, by the province,— 13,379
by the inhabitants,— 32,055

The cost of each pupil at the parish and grammar schools, is 12s. 10½d. per annum, of which 8s. 7½d. is paid by the people, and 4s. 3d. by the province.—The number of schools in 1852 was 956, in 1857 there were 905.

The number of grammar schools have only increased *one* in this time, while the pupils have increased 400. In support of these schools the province pays £800, and the inhabitants £2,400, per annum.

The attendance at the normal school in 1857, was 23 males, and 41 females; 125 pupil teachers have graduated since the commencement of the school in 1855, 89 of whom are teaching in the province.

The average attendance at the model school in 1857, was 165.

The number of male teachers throughout the province was, in 1857, 655; and 250 females.

The normal and model schools are in a very efficient state; but the remuneration to teachers is too small. The schools of a country will not flourish,

while the standard of the teacher's fees is so very low.

The learned superintendent entertains the most enlightened views on the subject of education, both as to its moral and intellectual bearing. On the subject of *direct assessment* for schools, Dr Forrester very justly says, that he approves of the principle :—

1st. Because it appears to me to be the view most fully accordant with the principles of justice and equity.

2nd. Because it breathes the spirit of purest philanthropy and patriotism.

3rd. Because it is strikingly in accordance with the true principles and ends of civil government.

4th. Because it is most economical.

5th. Because it generates in those educated under its auspices a spirit of self-reliance and industry.

6th. Because it is best fitted to keep alive and extend the deepest interest in the whole matter of education.

7th. Because it is most advantageous to the Teacher, and cannot fail to impart dignity and importance to his office.

8th. Because it makes the best provision and furnishes the strongest inducement for the education of every youth in every school section of the land.

9th. Because it will elevate the quality as well as most effectually secure the adequate quantity.

10th. Because it is in perfect keeping with the greatest practical principles of our common Christianity.

11th. Because it has been proved for 200 years and nobly stood the test.

12th. Because wherever it has been faithfully and honestly tried, it has received the cordial support of the most enlightened and benevolent of the community—and the people themselves have courted its continuance rather than its removal.

SHORT PARAGRAPHS.

SACKVILLE ACADEMY, Mount Allison, N. B., has obtained legislative authority to confer degrees on its students.

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ACADIA COLLEGE, Nova Scotia, is under heavy pecuniary embarrassments :

and the Baptist bodies of the lower colonies, to whom the institution belongs, are about to make a special effort in its behalf. This institution has long held a prominent position among the literary institutions of Nova Scotia. It has been found very useful in swelling the edu-

cational ranks, and in the dissemination of moral and intellectual culture among the youth of the land. We hope at no distant day it will be placed on a more sure footing.

—o—
KING'S COLLEGE, Fredericton, N. B.—The legislative grant to this institution is to cease on the first of November next, and the amount annually paid is to be deposited in a fund for the purpose, it is said, of endowing a provincial university, to be erected in some central part of the province.

—o—
A SENSIBLE SPEECH.—Mr McAdam, in the New Brunswick Legislature, said, he was as strong an advocate for education as any man in the house: but he thought it was a poor foundation on which to build a system of education, to establish colleges before proper provision was made for common schools. The college at Fredericton had a fair trial; if 20 years was not, he did not know what would be. He was in favour of a good system of common school education, supported by a direct tax, and if a higher institution could be established that would meet the requirements of the country, he would support it.

—o—
HON. J. H. GRAY, on the discussion of the New Brunswick school bill, said, an essential part of the education of every child was the teaching a knowledge of his own country, its resources, history, government, divisions, etc., and also those of the adjoining colonies.—The tendency of the public mind was to a union of the colonies, and it was right that the way should be prepared by giving the children a knowledge of these colonies.

—o—
THE ATTORNEY GENERAL, New Brunswick, on the discussion of the school bill, said.—In 1857, the sum of £27,889 11s. 6d. was appropriated to education, including all the educational establishments. This was in a population little over 200,000. £21,000 of that had been used in parish schools alone. . . . Now, according to our population, some 32 or 33 thousand children

ought to be attending the schools; in 1857, he found, by returns now before him, that over 29,000 were receiving instruction in 773 schools. . . . As to the principle of assessment, he was sorry they could not make it compulsory. The country, however, did not yet appreciate it, and as one man could lead a horse to water, and all the world could not make him drink, so they could not compel the country to adopt the system."

—o—
THOMAS WALKER says "it is a great art in the education of youth to find out peculiar aptitudes, or, where none exist, to create inclinations which may serve as substitutes. Different minds are like different soils: some are suited only to particular cultivation; others will admit any thing; others adapted to a round of ordinary products; and a few are wasted, unless they are reserved for what is most choice."

Special Notices.

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TO CORRESPONDENTS.—We invite to our columns, brief articles, touching the interests of education throughout the provinces. All communications, in order to receive attention, must be addressed to the Editor—post paid,—with the name of the author, which will be suppressed, if required. We do not hold ourselves responsible for the views of correspondents.

—o—
 We take the liberty of forwarding copies of "The Parish School Advocate" to a number of gentlemen in different sections of these colonies, and pray that they will do us the kindness to put them into the hands of such persons as will take an interest in obtaining subscribers, and forwarding their subscriptions to the Editor, at Bay Vert, New Brunswick.

The Parish School Advocate,

Will be published once a month, at the price of 4d. per single number, or 3s. 9d. per annum, payable in all cases in advance.

Clubs of five, paying for a year, in advance, will be supplied for 3s. per copy; and clubs of ten will be supplied for 3s. per copy, with one additional copy for the getter up of the club.