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# JOURNAL OF EDUCATION

## FOR NOVA SCOTIA.

CONDUCTED BY THE SUPERINTENDENT OF EDUCATION.

Vol. 1.

JANUARY, 1852.

No. 3.

CLERKS will please do all in their power to forward to each Teacher his copy of the JOURNAL as soon as possible.

The delay in the issue of the present No. has been occasioned by the illness of the Superintendent, who was prostrated by fever shortly after the Institute at Truro, and is yet only slowly recovering. This must also account for deficiencies in original matter, and other blemishes that may appear.

Arrangements had been made for enlarging the present number;—these have accordingly been carried out, though as must be evident, under every disadvantage.

### PRICES OF BOOKS IN SCHOOL LIBRARIES.

Harpers' Publications, } £ s. d.	average value } 0 2 9	cy. per vol.
Nelson's British Library	0 4 6	"
Tract Society & Knight's Publications	0 3 9	"
Chambers' Miscellany	0 2 3	"
do. other 12 mo books	0 3 6	"
do Information	1 0 0	"
do other 8 vo books	0 8 6	"
do Atlas	0 16 0	"

The above are the prices to be exacted of parties losing or refusing to return Books belonging to the School Libraries. This list should have been issued much earlier. It was neglected at the proper time, and has since been delayed by the illness of the Superintendent. Where values differing from the above have already been affixed to the books of any of the Libraries, they can be corrected when the books are returned to the Clerk.

### OBJECTIONS TO ASSESSMENT.

1. *The Poor Man's Objection.* It seems strange to find the poor objecting to the plan of assessment, it is so plainly for their benefit. Yet many of them do object. They dread direct taxation, and fear liability to money payments. In the case of taxation in separate school districts, the poor man in some cases might have small cause to congratulate himself; though even there, if he had children to educate, the work might be done much more cheaply for him, than under the present system. But where a tax is levied over a whole county, his advantage becomes evident. The poor have as many children as the rich, but their tax is far less; while their advantage per child is the same. Thus, if a wealthy man and a poor man have each four children,

and the wealthy man's tax be four pounds while the poor man's is four shillings, each has a free school to send his children to, but the poor man pays but one shilling per scholar, while a part of the wealthy man's tax goes to make up the deficiency. Hence, Assessment brings in the wealth of the wealthy, to educate all the children of the poor, and the wealthy district has to give somewhat of its superfluity, to educate the children of poorer districts.

2. *The Farmer's Objection.* My tax will be large in proportion to my means, while that of the mechanic and merchant and professional man will be small in comparison to their means. My children must work most of their time on the farm, and therefore will have little benefit of the school, while the children of the mechanic, or even of the day laborer can go the whole time.

This objection can be made only by the poorer class of farmers, and even in their case the answer is easy. A school tax would be laid not on real estate only, but also on personal property; so that it would bear somewhat equally on all occupations. Then, if it be necessary for the farmer to keep his children at home at some seasons, assessment ensures him a free school always open when he can send them, and to secure this under the present system costs him far greater expense than the amount of his assessment, besides much additional trouble. One effect of assessment would be that every school district would keep its school in operation as steadily as possible, and hence the gain of those who can send their children but at intervals will be very great. Under an assessment system also, many of those who now send very irregularly, would contrive to send much more steadily.

3. *The Religious Objection.* It is sometimes asked, if all are to be taxed, for education, how are the religious scruples and peculiarities of the parents to be provided for? We answer, in the same manner as under our present law and the law of Upper Canada. The teacher will be required to inculcate in general, respect for religion and the practice of christian morality, all denominational instruction being a matter of mutual voluntary arrangement between the parent and the teacher, without any legal compulsion on either side. Farther, every minister and clergyman is ex officio a school visitor, to whom the school is open at all times, and he may, if he think it necessary, set apart certain times at which he may give religious instruction to children belonging

to his own denomination. These arrangements, in a country of various creeds like this, and in the case of day schools, ought to be satisfactory to every one.

4. *The Scattered Settlement's Objection.* Some settlements are so very small and scattered that they cannot collect a school of sufficient size to pay a teacher. Suppose for instance a district with only ten children, the share of the assessment and Provincial grant due to such a district might not be more than £5 or £6. In such a case the commissioners would have to consider whether such a weak district could not be united to some larger one. If not, they would be authorized to give it a somewhat larger allowance, in order to enable the people to get up, at least, a half yearly school. Lastly, any family at too great a distance to send to the nearest school, and so isolated that the commissioners could not establish even a temporary school for their benefit, should be exempt from taxation, unless they themselves desired it, in order that they might have the privilege of a free school if they could send their children to board in any neighboring district.

5. *The Old Man's Objection.* "I have already educated my children at great expense, and after all, have been able to procure for them but an indifferent education. Now you ask me to pay to educate the children of the young people around me, who have far greater advantages than I had. It is a mean, beggarly thing." We should sympathize with the objection, and should lament that assessment was not introduced when he was young; but that it was not is no sufficient reason for foregoing its benefits now. There will always be such cases, but they must not stand in the way of public good. Farther, surely the old man would wish to relieve his children from the heavy burden under which he formerly groaned. If so, he should not grudge a small percentage of the property which must descend to his children in the end, for the purpose of giving them the inestimable gift of a free school for their children.

Such are some of the most serious objections advanced against assessment at public meetings. We have said nothing of those who simply have no children to send, and have property to be taxed, because the great principle that it is the interest of property to educate the children of the community, has already been enforced with sufficient frequency.

The great difficulties of the measure are in the arrangement of its details, and

in the popular prejudice which it will encounter in the less informed districts of the country. We trust that the friends of Education who think favorably of Assessment, will do all in their power to strengthen the hands of the Legislature, and to remove these prejudices.

#### MEETINGS AND INSTITUTE.

The meeting advertised for Tatamagouche, Amherst, Parraboro and Truro, have been held. The projects for a training School and Assessment with Free Schools, seemed to be everywhere favorably received. At the three former places resolutions were passed in their favor. At Truro, owing to wet weather, the meeting was very small, and no resolutions were proposed. The people of Colchester, are however on the whole well disposed towards these measures of improvement, and will not repudiate the resolutions of last year.

Owing to the illness of the Superintendent, the meetings for Pictou, as well as the visitations of Schools in that county have been postponed.

The Institute at Truro was attended by sixty-eight teachers, the largest number ever yet assembled in this Province. Twenty-four of the above number were female teachers. Though, from a combination of adverse circumstances, the hopes of aid from Literary gentleman in various parts of the Province, were not realised, yet the illustrations and statements of experience furnished by the many able teachers who were present, gave to the discussions a highly practical and useful character. Mr. Blanchard of the Truro Academy, and other friends in Truro, also exerted themselves to the utmost to make the work of the Institute useful and profitable. Mr. Oldright's lecture on Phonotypy, the only lecture from any extraneous source with which we were favored, excited by the novelty and evident importance of its subject, much interest and discussion.

It is proposed to publish in the Educational Report for the present year the proceedings of this Institute, and its decisions on the several questions discussed, for the benefit of such teachers as were not present at its meetings, and who may be still wedded to the old, dry, tedious, mechanical way, of seeking to impart knowledge through the medium of phrases and words, unintelligible to the unfortunate learner.

#### LIBRARIES.

Through mistake on the part of the furnishers, two works which may be considered as of a controversial character, have found their way into the School Libraries. They are the "Reformation in Europe," and "France and her Martyrs." Clerks who have received copies of these works, will please retain them until they receive further instructions respecting

them. They will be found in but few of the Libraries, as there are but twelve copies of each work.

The Annual Returns from several Boards have been received. It is extremely desirable that those not yet sent in, should be forwarded without delay.

Complaints have been received from a few of the Boards of Commissioners, that their School Libraries had not been received up to a recent date. In answer we beg to state that the Libraries were packed in boxes in October, and left in charge of Messrs. A. & W. McKinlay, Halifax, to be forwarded by the earliest opportunities. In a few cases it has been found impossible to procure means of conveyance; and in these cases, we beg to request Clerks and Commissioners, to direct any carriers or ship-masters going to Halifax, to inquire of the gentlemen above named.

*Extract from the speech of the Governor General, in laying the foundation stone of the Normal School at Toronto.*

I certainly think that no government, which is conscious of its own responsibilities, can possibly feel indifferent to an Institution such as that of which we are now about to lay the foundation stone; an Institution which promises, under God's blessing, to exercise so material an influence in the formation of the mind and character of the rising generation of the Province, and through that powerful instrumentality upon its destinies and its future. An Institution, too, allow me to remark, which we must not regard as a novelty or an experiment, but one which has already—and on this point I may speak in some measure from my own experience, for I have had opportunities of observing the skill of the masters and the proficiency of the pupils in the Normal School—established its claims to the confidence of the people of the Province. Although, therefore, sir, I am of opinion that there are limits—and pretty narrow limits, too beyond which the interference of government in matters of education cannot be carried without hazard to those great interests which it is its desire to foster and to protect; I think that an Institution such as this has special claims upon its countenance and support, and that I am, therefore, not transcending those limits, but on the contrary, that I am confining myself strictly within them, when I consent to take the prominent part in the ceremonial of this day which has been assigned to me.

Sir, I observe that in the early part of this address you remark that "the special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance; and that experience has shown the necessity and advan-

tage of a preparatory course of instruction and improvement for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community." Sir, nothing can be more unquestionably true than these sentiments. But perhaps I may be permitted to observe that their truth has not been at all times recognized. It has often appeared to me that within the whole range of human experience, it would be difficult to point out a more flagrant—a more instructive—instance of the error of putting the effect before the cause, than was exhibited in the course pursued by the friends of education in England and other countries, who for a series of years, busied themselves in building schools, and endeavouring to induce children to attend those schools, without ever inquiring whether competent persons to conduct them could be procured, and without taking any efficient and vigorous steps to supply the admitted want of competent teachers. Sir, it appears to me that in this instance, as in many other—this young country has had the advantage of profiting by the experience of older countries—by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment, [for I should neither satisfy my own feelings nor the claims of justice, if I were not on this occasion to express my sense of the ability and the zeal with which you have conducted the important department which has been committed to your care] I say, that experience, so improved and fortified by the support of the Council of Education, the Government and the Parliament of the Province, has enabled Upper Canada to place itself [as you justly observed in your address,] in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. And now let me ask this intelligent audience, who have so kindly listened to me up to this moment, let me ask them to consider in all seriousness and earnestness what that great work really is. I do not think that I shall be chargeable with exaggeration when I affirm that it is the work of our day and generation—that it is the problem in our modern society which is most difficult of solution—that it is the ground upon which earnest and zealous men unhappily too often, and in many countries meet, not to cooperate but to wrangle; while the poor and ignorant multitudes around them are starving and perishing for lack of knowledge. Well, then, how has Upper Canada addressed herself to the execution of this great work? How has she sought to solve this problem—to overcome this difficulty? Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common

School Educational system, that its foundation is laid deep in the firm rock of our common Christianity. I understand, sir, that while the varying views and opinions of a mixed religious society scrupulously respected—while every semblance of dictation is carefully avoided—it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child that attends our Common Schools, shall learn there that he is a being who has an interest in eternity as well as in time—that he has a father towards whom he stands in a closer and more affecting, and more endearing relationship than to any earthly father, and that Father is in heaven; that he has a hope, far transcending every earthly hope; a hope full of immortality, the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his obligations, shedding upon them a hallowing light which they in their turn reflect and absorb,—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in heaven. I understand, sir, that upon the broad and solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the Country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care—aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation.—[Jour. of Education Up. Canada.

be induced to enter and enjoy their advantages, and thus be brought to mingle in the early years of their life, when the kindly feelings of the heart are most active, upon terms of equality with the equally deserving but more unfortunate children of want—and thus may be partially obliterated the distinctions of fortune by investing wealth with the spirit of kindness and humility, and inspiring poverty with a feeling of honor and manly independence.

It is expected by your Committee, that much opposition will be manifested against this provision of the bill. It will be objected by those who desire a return to the old system of the rate bill, that a parent should not be compelled to contribute toward the support of a school, without he desires its instructions for his child; and that the childless and those who have already educated their children should be exempt from the burden of supporting a school—or, in other words, that citizens of the State, who share in its prosperity and glory, and who derive an advantage from the universal diffusion of knowledge by the safeguards it rears against vice and immorality, will desire to participate in the benefit without sharing the cost.

These objections may be answered in the appropriate language of a friend to humanity; "But sometimes, the rich farmer, the opulent manufacturer, or the capitalist when sorely pressed with his natural and moral obligation to contribute a portion of his means for the education of the young, replies, either in form or in spirit:

"My lands, my machinery, my gold, and my silver, are mine: may I not do what I will with my own?" "There is one supposed case and only one where this argument would have plausibility,—If it were made by an isolated, solitary being—a being having no relations to a community around him—having no ancestors to whom he had been indebted for ninety-nine parts in every hundred of all he possesses, and expecting to have no posterity after him—it might not be easy to answer it. If there were but one family in this Western Hemisphere, and only one in the Eastern Hemisphere, and these two families bore no civil, and social relations to each other, and were to be the first and last of the whole race, it might be difficult except on high and transcendent grounds, for either of them to show good cause why the other should contribute to help to educate children not his own. *But is this the relation which any man among us sustains to his fellow?* The society of which we necessarily constitute a part, must be preserved; and in order to preserve it, we must not look merely to what one individual or one family needs, but to what the whole community needs; not merely to what one generation needs, but to the wants of a succession of generations."—

[Report on New York School Act.

•Horace Mann.

*Objection to supporting Schools according to Property answered.*—But other men have no children, therefore they should not be taxed for the support of Common schools. The poor man has all the children, and he may educate them the best way he can. But did it never occur to these men, that the safety of the public liberties, of the institutions which secure the possession and benefits of property to its owners and render it productive, and the diffusion of that morality which is essential to all the blessings of society, demand the general diffusion of knowledge among the great mass of the people; and that this cannot be accomplished, except through our Common Schools? If the entire property of the town were taxed more than it ever has been for the support of Common Schools, and he proceeds judiciously and faithfully expended in diffusing useful, elevating and practical knowledge among the people, we are sure the value of the property itself would be actually increased to more than double the amount. Any thing which adds to the productive power of a community, adds inevitably to the general value of its property; and a moral renovation, which should induce those who now live as viciously as they dare and as idly as they can, to adopt the habits of thrifty industry and indulge the hopes of ultimate independence, would add incalculably to the value of all the property in the town.

FREE SCHOOLS IN NEW YORK.—"I am proud, sir, to be able to stand here to-day, and say that the City of New York offers a free education to every child within her limits. She has erected about two hundred houses for school purposes, with all the appliances of scientific and mechanical invention; she employs the best teachers whose services can be procured—she purchases books, stationary, everything required in such schools—and then, sir, she throws the doors wide open to the free admission and instruction of every child within her borders. There is not a child in the darkest street or narrowest lane, or the most crowded court of that most densely crowded city—no matter how destitute he may be—there is not one so poor and friendless that he may not walk up to the door of the best school-house in that great city, and demand the very best education which its wealth can procure. Nor does she stop there sir. She has organized eighteen evening schools and provided teachers for them, at which children and adults whose necessities require them to labor during the day, may attend during the evening and receive the rudiments of education. Nay, more: she has organized and established a Free Academy, where any child, whose faculties and whose industry qualify him therefor, may receive, under able and accomplished teachers and with all the aids and appliances which money can command, an

## EXTRACTS ON THE SUPPORT OF SCHOOLS BY ASSESSMENT

### ADVANTAGE OF SCHOOL ASSESSMENT.

—This system of taxation is acquiesced in by all classes of the community when applied to the purposes of sustaining a military or naval establishment or maintenance of an efficient system for the prevention and punishment of crime or outrage, inflicted upon the persons or property of the citizens of the State, and it is conceived that the same system may be applied with far more justice toward the support of an institution designed for the diffusion of virtue and intelligence, and in consequence, for the suppression of crime and immorality.

By this system of taxation, it is to be expected, as all classes of the people will contribute in proportion to their substance, that a universal interest will be felt in the cause of education throughout the State. And that in consequence, the character of our Common Schools will be elevated, and the children of wealth will

education equal to that afforded in the best of your colleges throughout the State. And this, sir, without money or price. All this does New York city provide for the instruction of those into whose hands her destinies are to be committed. And all the property within her borders is taxed to pay the expense thereof. The man with his hundreds of thousands, and without a single child to reap the advantages of the schools, pays his tax for their support, and feels that he is only doing the duty which he owes to the community in which he lives and with which his interests are identified. The tax-payers there, onerous as is the tax imposed on them, make no complaints that their property is taken for the use of others without their consent, or that they are compelled to educate children not their own. They feel that they are parts of the society in which they live—that they hold their possessions in subordination to the necessities of that society—and that their interest, as well as their duty, compels them to aid in the education of all its children.”—[Mr. Raymond in house of Representatives.

**MASSACHUSETTS NORMAL SCHOOLS AND ASSESSMENT.**—“Before the establishment of Normal Schools, we had two classes of teachers for our common schools: one class came from the colleges, and these, as a class, were incompetent, and failed, because teaching was not their business; they were devoted to other pursuits. Others grew up among the schools, and although these infused much energy into the schools, yet, as a whole, they acted with no success, for the want of mental training. We have now established Normal schools for the purpose of raising up a profession of teachers, and when the profession is formed we must support it with money. Good abilities cannot be commanded without good salaries. It is said that we now pay liberally; that from one million to one million five hundred thousand dollars are annually expended for schools and school houses in the state. But let us consider what would be the state of any property, if the masses of the people were not educated. It would evidently be insecure, entirely at the mercy of an illiterate, unprincipled mob. Now, the property of the state amounts to six hundred millions of dollars, and the holders of it are interested in its security. Although the poor man derives incalculable advantage from education, and from living in an educated community, yet, comparatively he is little benefited. The education of the whole people is peculiarly advantageous to the wealthy. Property holders then should be the warmest friends of popular education, and should be willing to pay a fair per centage for the security which is so valuable to them.”—[Gov. Boutwell, Mass.

THE STATE SHOULD PROVIDE FOR THE EDUCATION OF TEACHERS.—If we ex-

pect improvements in agriculture, we must look to agriculturists for them; in mechanism, mechanics; in medicine, physicians; and we must look to teachers for improvements in our schools. A teacher can make a district whatever he chooses, if he be well qualified and has the right spirit. The state has done much for colleges, and it is well she has, for every well educated man is a blessing to the community. But professional men act principally on mature mind; the teacher operates upon the mind of children and youth, in its most plastic state, and when easily moulded. Teachers, therefore, do much for the state as professional men. Teachers should have the means of obtaining a necessary education at a moderate expense; the State should provide a seminary for the accommodation of one hundred and fifty or two hundred teachers, furnished with the best illustrations, and instructors qualified to deliver lectures, on the subject of teaching and the laws of mind, and that the system of instruction be so arranged that in one term the course would be completed. Teachers' wages are so low that they cannot afford to educate themselves. The State cannot do an act better calculated to do good, than to provide for their thorough education. Teaching is not the effect of inspiration only, and teachers do not drop down from the skies, nor are they made by nature more than any other men. We will not employ a physician without an education; but a committee will employ a teacher who knocks at his door, without inquiring into his education, moral character, and habits, and the parent will commit their children to his care, to have their minds and characters formed. It needs the most skilful person to take the young mind and develop its faculties, and to fit it for the high and noble employment for which God has designed it.—[Rev. M. Richardson, of Durham, Conn.

**HINTS ON THE DAILY EXERCISES OF THE SCHOOL.**—We would recommend to Teachers to commence their exercises with the small pupils, before they become wearied with sitting—that they exercise them as frequently as possible, and that their exercises be brief.

That each pupil be exercised at least once each day in *Mental Arithmetic*; that each pupil be supplied with a slate and pencil; that the blackboard be used daily in each recitation; that each pupil be exercised daily in map-drawing, both on the black board and on paper; that every pupil who can form letters with a pen be required to write short sentences each day and present them to the teacher for correction, thus educating all in the important art of composition; that the importance of physical education should be more regarded, and the laws of health be familiarly explained to the members of the school; and that they insist on fre-

quent visitations from their patrons, and hold a public examination at the close of the term. A TEACHER.

**BEST METHOD YET DISCOVERED OF SECURING ATTENTION.**—It is to ask the question generally, without giving the slightest indication, either by look, gesture, or position, who will be called to answer; or on what portion of the class the duty of answering will fall. This idea is very important. If the teacher, by position, gives any clue either as to the person or the neighborhood where his question will ultimately be fastened; or if, from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plan he should practice. What we insist upon is, that after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time.

**YOUNG SCHOLARS.**—Young children are generally confined too long at a time in the school room. One third of the usual number of school hours should be spent by them in the open air. They should be allowed two recesses each half day of not less than fifteen minutes each. In addition to this, it is frequently desirable to dismiss them half an hour earlier than those pupils who are old enough to learn lessons. Even were health not taken into account, such a course would be the better policy, for the pupil would not become so tired of confinement as to hate the schoolroom and all its associations. By this plan, they will not only love the school better, but learn faster than when confined six long hours each day. Then, when the health of the child is considered, a still stronger argument presents itself for less confinement. Small children should be provided with slates and pencils, and taught to make letters, and to draw the forms of simple objects. Thus, they may be furnished with a means of entertainment which will not only prevent them from engaging in play, but which may soon become a medium of teaching them to read and spell.

**JOURNAL OF EDUCATION FOR NOVA SCOTIA.**—This is the title of a new periodical, which promises to be a most valuable auxiliary to the cause of education in the province of Nova Scotia. The Superintendent possesses clear and enlarged views of the great interests committed to his management; he is evidently commencing in the right way; he proposes the establishment of a Normal school, and he has already held public school meetings in various parts of the province. Several Teachers' Associations have also been held. Mr Dawson's

expositions and suggestions are eminently practical — [Canada Journal of Educ.

SKETCH OF THE SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION IN UPPER CANADA.

The origin of the common school system of Upper Canada, as now established, is as follows:—Annual parliamentary grants were made in aid of common schools for more than thirty years, but expended without system, and with but little advantage to the country. In 1811, the first law was passed (introduced and conducted through the Legislative Assembly by the hon. S. B. Harrison, then secretary of the province) embodying the great principle of granting money to each county, upon condition of such county raising an equal amount by local assessment. Considerable opposition was made at first in many parts of the province to the principle of that Act; and it is said that when the hon. R. Baldwin was engaged, in 1841, in an election contest in the County of Hastings, and was informed of the opposition against him, even among many of his own friends, on account of his supporting such a principle of school taxation, he answered in effect that he would rather lose his election than give up that principle. The machinery of that law requiring modification, the hon. F. Hincks brought in another bill in 1813, which became a law, and which very much simplified and improved the details of the Act of 1811. By that law, the Secretary of the province was ex-officio Chief Superintendent of schools, with an assistant. In 1844, the office of assistant Superintendent was offered to the present incumbent; and after having received the sanction of the authorities of his church, he accepted it in the autumn of that year, upon the understanding that the administration of the school system should constitute a distinct non-political department, and that he should be permitted to provide for the performance of his duties for a year by a deputy, and have a year's leave of absence to visit and examine the educational systems of other countries, both in Europe and America, before attempting to lay the foundations of a system in Upper Canada. The whole of 1845 was employed in these preliminary enquiries, and the results were embodied, in March 1846, in a "Report on a System of public Elementary Instruction for Upper Canada," and a draft of a bill which was introduced into the Legislative Assembly by the hon. W. H. Draper (then Attorney General), and became a law in June 1846. In a few months afterwards, a draft of bill was prepared for establishing a system of schools in cities and incorporated towns, which was introduced into the Legislative Assembly by the hon. J. H. Cameron (then Solicitor General), and became a law in June 1847. These two acts, with the modifications and improvements which experience has sug-

gested and the progress of the system required, have been incorporated into one Act, which was introduced into the Legislative Assembly by the hon. F. Hincks (Inspector General), and became a law in 1850—the first Act to which his Excellency the Earl of Elgin gave the royal assent after the removal of the seat of Government to Upper Canada.

Our system of public elementary instruction is eclectic, and is to a considerable extent derived from four sources. The conclusions to which the present Head of the Department arrived during his observation and investigations of 1845, were 1. That the machinery or law part of the system in the state of New York was the best, upon the whole—appearing, however, defective in the intricacy of some of its details; in the absence of an efficient provision for the visitation and inspection of schools; the examination of teachers; religious instruction, and uniform text books for the schools. 2. That the principle of supporting schools in the State of Massachusetts was the best—supporting them all according to property, and opening them to all without distinction; but that the application of this principle should not be made by the requirements of state or provincial statute, but at the discretion and by the action, from year to year, of the inhabitants in each school municipality—thus avoiding the objection which might be made against an uniform coercive law on this point, and the possible indifference which might in some instances be induced by the provisions of such a law—dependent of local choice and action. 3. That the series of elementary text-books, prepared by experienced teachers, and revised and published under the sanction of the National Board of Education in Ireland, were, as a whole, the best adapted to schools in Upper Canada—having long been tested; having been translated into several languages of the continent of Europe, and having been introduced more extensively than any other series of text-books into the schools of England and Scotland. 4. That the system of Normal School training of teachers, and the principles and modes of teaching which were found to exist in Germany, and which have been largely introduced into other countries, were incomparably the best—the system which makes school-teaching a profession, which, at every stage, and in every branch of knowledge, teaches things and not merely words, which unfolds and illustrates the principles of rules, rather than assuming and resting upon their verbal authority, which develops all the mental faculties instead of only cultivating and loading the memory—a system which is solid rather than showy, practical rather than ostentatious, which promotes independent thinking and action rather than servile imitation. Such are the sources from which the principal features of the school system in Upper

Canada have been derived, though the application of each of them has been modified by the local circumstances of our country. There is another feature, or rather cardinal principle of it, which is rather indigenous than exotic, which is wanting in the educational systems of some countries; and which is made the occasion and instrument of invidious distinctions and unnatural proscriptions in other countries—we mean the principle of not only tracking Christianity the basis of the system, and the pervading element of all its parts, but of recognizing and combining, in their official character, all the clergy of the land, with their people in their practical operations—maintaining absolute parental supremacy in the religious instruction of their children, and upon this principle providing for it according to the circumstances, and under the auspices of the elected trustee-representatives of each school municipality. The clergy of the country have access to each of its schools: and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation, in the primary work of a people's civilization and happiness.

The system of public instruction is engrafted upon the municipal institutions of the country. We have municipal councils of counties, of townships, of cities, of towns, and of incorporated villages. The members of county councils are elected by the councils of townships and towns, one or two for each. The members of township, city and town and village councils are elected by the resident freeholders and house holders of each municipality.

The municipal council of each township divides such township into school sections of a suitable extent for one school in each, or for both a male and a female school. The affairs of each school section are managed by three trustees, who hold their offices for three years, and one of whom is elected annually by the freeholders and householders of such section. The powers of trustees are ample to enable them to do all that the interests of a good school require—they are the legal representatives and guardians of their section in School matters. They determine whatever sum or sums are necessary for the furnishing, &c., of their school and the salaries of teachers, (in addition to the Provincial grant and County assessments,) and report fully to the local superintendent by filling up blank forms of annual reports which are furnished to them by the Chief Superintendent of Schools from year to year. The township council imposes assessments for the erection of school houses, or for any other

school purposes desired by the inhabitants of school sections through their trustees. The inhabitants of each school section decide as to the *manner* in which they will support their school according to the estimates and engagements made by the trustees, whether by voluntary subscription, by rate bills on parents sending children to the schools, or by rates on the property of all according to its assessed value, and opening the school to the children of all without exception. The latter mode is likely to supersede both the others; but its existence and operation, in connection with each school, depend upon the annual decision of the inhabitants of each school section at a public meeting called for that purpose.

The duties of teachers are prescribed by law, and their rights are effectually protected. No teacher is entitled to any part of the school fund who does not conduct his school according to law, and who has not a legal certificate of qualifications from a county Board of Public Instruction; nor is any school section entitled to receive any aid from the school fund in which a school is not kept open six months during each year by a teacher thus recognised as to both moral character and attainments. The law also requires a public quarterly examination to be held in each school.

The inspection of the schools is made by local superintendents, who are appointed annually by the county council, and who may be appointed one for each county, or one for one or more townships, at the pleasure of each county council. Each local superintendant is entitled to at least one pound (four dollars) per annum for each school under his charge. He is often allowed more. He is required to visit each school at least once a quarter, and to deliver a public lecture on education in each school section once a year, besides apportioning the school-moneys to the several sections within his jurisdiction, giving checks, on the orders of Trustees, to qualified teachers upon the county treasurer or sub-treasurer, aiding in the examination of teachers, deciding various questions of dispute and reference, corresponding on school matters, and reporting annually to the Chief Superintendent according to the forms prepared and furnished by him.

Besides the local superintendents, all clergymen recognised by law, judges, members of the Legislature, magistrates, members of the county councils, and aldermen, are school visitors, to visit all the schools, as far as practicable, within their respective charges and municipalities.

There is a Board of Public Instruction in each county, consisting of local superintendents and the trustees of grammar schools in such county. These county boards consist largely of the clergy of different religious persuasions, associated with some of the most intelli-

gent lay gentleman in each county; so that the country has the best guarantee that its circumstances will admit for the moral character and intellectual qualifications of teachers. The Teachers are examined and arranged into three classes, according to the Programme of examination prepared and prescribed by the Council of Instruction for Upper Canada.

The Municipal Council of each county is responsible for raising at least an equal sum for salaries of teachers in the several townships within its jurisdiction with that which is annually apportioned to them out of the parliamentary appropriation by the Chief Superintendent of Schools.\* The county councils also appoint the local treasurers of the school fund, and the local superintendents of schools, and provide for their salaries. Special provision is also made for the security of the school fund, against the diversion of any part of it, and for the prompt payment of it to teachers at the times specified by law. Both the county and township councils have authority to raise any sum they shall think proper for public school libraries under general regulations prescribed according to law. A parliamentary appropriation has been made for the establishment of school libraries, to be expended on the same conditions with the appropriation for the support of schools.

The law also provides a system adapted to the circumstances of cities, towns, and incorporated villages. In each city and town there is one board of trustees for the management of all schools in such city or town—two trustees elected for each ward, and holding office for two years—one retiring annually. In each incorporated village not divided into wards, there is a board of six trustees elected—two retiring from office and two elected, each year.

At the head of the whole system we have a Council of Public Instruction and a Chief Superintendent of Schools, both appointed by the Crown. The Council has the entire management of the Provincial Normal and Model Schools, recommends the text-books for the schools and books for the school libraries, and makes the regulations for the organization, government and discipline of common schools, the examination and classification of teachers, and the establishment and care of school libraries throughout Upper Canada.

The Chief Superintendent, who is *ex-officio* member of the Council of Public Instruction, and provides accommodations for its meetings; apportions the school fund to the several municipalities throughout Upper Canada, prepares the general school regulations and submits them, as well as that of text and library books to the consideration of the Council; prepares the forms of reports and modes of all school proceedings under the act, and

gives instructions for conducting them, as well as for holding teachers' institutes; decides questions of dispute submitted to him; takes the general superintendence of the Normal School; provides facilities for procuring text and library books, and provides and recommends plans of school houses; prepares annual reports; corresponds with local school authorities throughout Upper Canada, and employs all means in his power for the promotion of education and the diffusion of useful knowledge. He is responsible for his official conduct and for all moneys that pass through his Department.

Such is an epitome of the system of public elementary instruction in Upper Canada. The foundation may be considered as fairly laid, and something has been done towards rearing the superstructure. In 1846, provision was made for the establishment of a Normal School, and the sum of £1,500 a year was granted towards its support. The school was opened in the autumn of 1847, and, since then, 618 teachers have been trained, a longer or shorter time, by able masters, including practice in teaching in a Model School established for that purpose. Last year, a grant of £1,000 per annum was made to facilitate the attendance of teachers-in-training at the Normal School, and £15,000 for the erection of buildings.

A strong and vigorous intellect is a thing of slow growth. This ought to be a "fixed fact" in every teacher's mind. His business is to encourage its growth by removing obstructions, and supplying the most favorable aliment in right quantities,—and he can do no more. He cannot grow for it. He cannot jerk his pupil up the hill of science any more than he can jerk the sapling into an oak. There is no such thing as manufacturing at once a mature mind, and he who attempts it will make a miserable failure. Those lofty edifices, whose immense size strikes the beholder with awe and astonishment, were built brick by brick, one at a time. In all such edifices the foundation is the most massive part, and requires more time and material than any other part.

I have sometimes thought that the first year in a primary school has more to do with future education than many succeeding years. If there is negligence or misdirection then, it leaves a great work to be undone. The poor foundation must be removed to make room for a better.—The tones which the child imitates there, the management of voice which it acquires, the distinctness of articulation, will tell powerfully on the future reader and orator. The clearness and fullness of its first apprehension of numbers and of extension and direction, will determine to a great extent its future proficiency in arithmetic and geography. In this stage of education, let no word be half spoken, no fact half learned, and no thought half comprehended. Aim

\* By County Assessment.

at completeness. That word completeness should ever stand before every teacher's eye and mind from the primary school to the university. The pupil who has done and learned every thing imperfectly during the first three years of his life in school, cannot be a very hopeful candidate for the honors of accurate scholarship during the succeeding three years, even under the best training. No where more than in our primary schools do we need thorough, accurate, and judicious teachers.—[Massachusetts Teacher.

At a meeting of the teachers of the West River and adjacent districts, held in the Durham School house on Monday, the 6th Jan. 1851, for the purpose of forming a 'Teachers' Association,' the following were adopted as the Constitution and Bye Laws of the Association :

CONSTITUTION.

1st. That this Association shall be denominated the 'Durham Teacher's Association.'

2nd. The object of the members of this Association is, their mutual improvement in the practical art of teaching, in literary, mathematical, and scientific pursuits, and the advancement of the profession (so far as is in their power) to its proper position in society.

3rd. The Office-bearers in this Association shall be a President, a Vice President, Secretary, and Treasurer, and three of a Committee—to be elected annually; three of whom shall constitute a quorum for the transaction of business.

4th. Any Teacher, or person intending to become a teachers shall be eligible for membership.

5th. Every member of this Association shall pay seven pence half-penny ( $7\frac{1}{2}$ d) entrance fee, and 3d quarterly.

BYE-LAWS.

1. The members of this Association shall be on a footing of equality in every respect, eligible to all offices, and liable to perform all duties required for the advancement of the interests of the Association.

2nd. It shall be the duty of every member to correct any ungrammatical expression, either in spoken or written composition, inaccurate pronunciation, &c.—all to be done in a fair and candid spirit of criticism.

3rd. The members of this association shall visit each other's schools twice in each year, if practicable.

4th. The Committee shall appoint a member to lecture at each meeting of the Association.

5. Any member who shall neglect to perform his duty shall be fined  $7\frac{1}{2}$ d for the first, and 1s 3d each for every succeeding default, unless excused by the Association.

6th. The meetings of this Association shall be open to the public at all times.

7th. The meetings of this association shall be held in the Durham school house

every alternate Saturday at 3 o'clock, incapable of excelling others, still by noticing with approbation every step, however little, which he makes towards improvement, to delight him with the consciousness of excelling his former self."

8th. No alteration or amendment shall be made in these rules except at a regular semi-annual meeting; however, any bye law may be suspended by a unanimous vote.

Advantages resulting from the Association and its school visitations :

1st. The association has been instrumental in the formation of a friendly acquaintance among the teachers.

2nd. It has afforded increased opportunities for mutual professional improvement.

3. The visits to schools have excited energy and a commendable emulation on the part of both teachers and scholars.

4th. They have been eminently conducive to the introduction of an improved, uniform and progressive system of teaching.

5th. They tend to excite in the public mind a more lively interest in the cause of education.

6th. They bring the teachers and people more into contact, and afford opportunities of directing attention to many important points that have been greatly overlooked.

These and such like are the benefits we have already experienced; and we hope to experience still more.

By order of the Association,  
DANIEL McDONALD, Secretary.

EXTRACTS FROM WOOD'S ACCOUNT OF THE EDINBURGH SESSIONAL SCHOOL.

In their arrangements, they have regarded their youngest pupil, not as a machine, or an irrational animal, that must be driven, but as an intellectual being who may be led; endowed, not merely with sensation and memory, but with perception, judgment, conscience, affections, and passions: capable, to a certain degree, of receiving favorable or unfavorable impressions, of imbibing right or wrong sentiments, of acquiring good or bad habits; strongly averse to application, where its object is unperceived or remote, but, on the other hand, ardently curious, and infinitely delighting in the display of every new attainment which he makes. It has, accordingly, been their anxious aim to interest, no less than to task,—to make the pupil understand (as much as possible) what he is doing, no less than to exact from him its performance.—familiarly to illustrate, and copiously to exemplify the principle, no less than to hear him repeat the words of a rule,—to speak to him, and by all means to encourage him to speak, in a natural language, which he understands, rather than in intricate technicalities, which the pedant might approve,—to keep him while in school not only constantly, but actively, energetically employed,—to inspire with a zeal for excelling in whatever is his present occupation, (whether it be study or amusement) and even where he is

"In doing so, however, he would wish most anxiously to guard his readers against the erroneous notion, that the success of any edimentary can ever depend entirely, or even principally, upon its machinery, (so to speak), or external system or arrangement. That no school can ever be well conducted without due attention to order and method, every one in the slightest degree acquainted with the subject will readily admit; and the gratitude, both of the present and of future ages, is therefore most justly due, for the facilities, which the systems of Bell and Lancaster have, in this department, contributed to the cause of general education. Every judicious conductor of an establishment for education, accordingly, will be at the utmost pains to render his system as perfect as he can. But, when this is done, he will keep in remembrance, that the weightier matters remain behind. He will consider, that it is not upon the nature of the scaffolding or building apparatus, however skillfully devised and admirably adapted to its own purpose, that the beauty, or usefulness, or stability of the future fabric is to depend; nor will he suffer himself to forget, how often it has happened, that, on the removal of the scaffolding, some deformity or flaw in the structure itself has been disclosed, which the apparatus had hitherto concealed from the eye of the spectator. From inattention to this fundamentally important truth, how large a proportion, unfortunately, of the schools instituted even upon the most justly celebrated systems have been allowed to become little better than mere pieces of mechanism, pretty enough indeed in external appearance, but comparatively of little use; in which the puppets strut with wondrous regularity and order, and with all that outward 'pomp and circumstance,' which are well calculated to catch a superficial observer, but in which all the while the mind is but little exerted, and of course little, if at all improved."

"There is another, and no slight danger to which this method of education is exposed, in the hands of injudicious or unskillful imitators, and which, though originating in the system, may, by a fatal reaction, directly defeat its object, and at length altogether subvert it. It has, as we have said, been the fundamental aim of the sessional school, to cultivate the understandings of the pupils, and treat them as intellectual, not as merely mechanical beings. But, while we ought never to forget, that children are neither machines nor animals devoid of reason, as little ought we to forget, that they are neither philosophers nor yet even men.



While one is a child, he must 'speak as a child, understand as a child, think as a child;' and must therefore be 'reared as a child, and be fed with milk, and not with meat,' until he be 'able to bear it.' Even the infant mind, indeed, is 'able to hear,' and to relish, and digest far more than those are inclined to imagine, who have never witnessed its workings in a due state of exercise and vigor. Still, however, it is, and only can be the mind of a child, and not of a perfect man. It must not be crammed with the strong meats, either of the theologian or the philosopher.

To fix, indeed, precise limits in a matter of this kind, is of course quite out of the question; much in this, as well as in every thing else connected with the education of young people, must depend upon the discretion and skill of the instructor. Great care, however, must obviously be taken, to distinguish between the kind of information and mode of communication applicable to the younger children, and those which may be employed in the more advanced classes of the same seminary. A single year at the opening of life, it ought ever to be remembered, makes a prodigious difference in the capacity of the human mind. So also in schools, where children are retained till they arrive at twelve or fourteen years of age, a much wider range of information may be attempted, than would be at all proper where they leave it at eight or nine. In a school also, for children of the humbler ranks of life, whose whole education is in all probability to be confined within its walls, it may be advisable to crowd a greater quantity of useful information into a narrow space, than will be either necessary or expedient, in the case of those more highly favored individuals, whose circumstances hold out to them the prospect of a more protracted education, and leisure for a more gradual, extensive, and systematic course of study. But nothing, in short, can be more injurious to the young, draw down greater ridicule on any system of education, or give more countenance to the old and pernicious practice of learning by rote, than a teacher indulging his own vanity, or that of his pupils and their friends, by allowing them to converse, to read, and to write, on subjects entirely beyond the capacity of their years.

#### DIFFICULTIES OF YOUNG CHILDREN.

The school-house is not generally the most inviting place that ever was to a little child. There is nothing about it, that is so interesting as to awaken a child's mind to new and nobler thoughts. It is often located in the highway, and frequently on the top of a hill, exposed to the fierce wintry blast, or in some low, sunken spot, where, in wet weather, it is inaccessible except by wading. The inside looks dreary to a child; there is no-

thing to attract attention, but naked walls stained with smoke, uncomfortable, rickety benches, carved by unskilful hands, a three-legged table, and a broken chair.— Each child, on going to school, goes through a fit of home-sickness, about as regularly as the young seaman does with a fit of sea-sickness. I have heard of a child, who endured it till nearly noon the first day and absconded. He went home crying and said he did not want to stay there, for they did not hang on any pot; another assigned as a reason for not wishing to go again, that there was no pantry; another child on returning home, was asked what he did at school. "Nothing but sit on a bench and say A, B." These facts show that the first impressions made upon children on entering a school-house are unfavorable to their success in learning.

It is my opinion that the fondness of children for study, and the rapidity of mental acquisitions, depend in part, upon the manner in which they are first instructed. At the age of three or four years, children are placed in school, and commence with learning the alphabet.— They are usually seated on the most uncomfortable seats in the school-room, and required to observe perfect silence. This is entirely contrary to the habits and inclinations of children. The dulness of the scene is varied only by being called into the floor two or three times each day, to repeat the names of the letters. Of all this they cannot be expected to know the use, and if told, it is difficult to make them felt that the benefit will ever compensate for the present inconvenience.

It is a duty, binding upon every school-teacher, to devise or use such a mode of teaching as shall interest little children. He should enter the school-room feeling that the future history of the children committed to his care, will depend very much upon the manner in which they are now taught. If the exercises of the school are so conducted that the child becomes interested, he will be likely to make great acquisitions in knowledge, and be more extensively useful. If the exercises of the school are dull and tedious, the child will go to school with reluctance, acquire a disrelish for books, grow up in comparative ignorance, and be less extensively useful.

How important then that Teachers feel the necessity of beginning aright, and of bending the twig as it ought to be inclined.

It is not uncommon for children to attend school three, or even six months, before they can pronounce the letters of the alphabet. Little children, before they are one and a half years old, before they can speak five

words so as to be understood, generally know the names of the members of the family, of the articles of furniture in the room, the names of various domestic animals, and of parts of the body. If a little child, without the labor of being taught, learns so many names, it would seem that one, four years old, ought to be able to call the names of twenty-five letters in less than three months. An intelligent child three years old, put into a family with twenty-five children, will learn the names of all in one day so perfectly as to retain them in memory. I will not ask whether little children cannot learn the names of all the letters in one day; but if the requisite pains were taken they can learn them in one week.—*The Teacher Taught.*

#### NATIONS CANNOT AFFORD TO BE IGNORANT.

These are not the times in which it is safe for a nation to repose on the lap of ignorance. If there ever was a season when the public tranquillity was ensured by the absence of knowledge, that season is past. The convulsed state of the world will not permit unthinking stupidity to sleep without being appalled by phantoms and shaken by terrors, to which reason, which defines her objects and limits her apprehension to the reality of things, is a stranger. Everything in the condition of mankind announces the approach of some great crisis, for which nothing can prepare us but the diffusion of knowledge, probity, and the fear of the Lord. While the world is impelled with such violence in opposite directions; while a spirit of giddiness and revolt is shed upon the nations, and the seeds of mutation are so thickly sown, the improvement of the mass of the people will be our grand security; in the neglect of which, the politeness, the refinement and the knowledge accumulated in the higher orders, weak and unprotected, will be exposed to imminent danger, and perish like a garland in the grasp of popular fury. *Wisdom and knowledge shall be the stability of thy times, and strength of salvation; the fear of the Lord is his treasure.*

¶ We beg to direct attention to the articles in this number referring to the state of Education in Upper Canada.— That on the School System of Upper Canada, shows that means of improvement similar in principle to those now proposed here, though differing somewhat in details, have been adopted successfully there.— The address of the Governor-General, on the occasion of laying the foundation stone of the noble Normal School building now in process of erection, evidences the high value there attached to Common School Education.