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formation; in fact, without any of the means which so remarkably characterise modern society, or even the means of supplying the real wants of the few scattered inhabitants.

Less than one hundred years ago, New Brunswick was but a county in Nova Scotia, by the name of Sunbury. One hundred years ago, Prince Edward Island became the property of Great Britain. The seaboard of these colonies exceeds, in the aggregate, 1,500 miles; of this distance, there was not, one hundred years ago, more than five miles of settlement. One hundred years ago, the whole number of settlements did not exceed fifteen; the principle being those of Halifax, Truro, Windsor, Annapolis, then called Port Royal, St. John, Cumberland, Bay Verte, Miramichi, Bay Chaleur, and Sydney, in the Island of Cape Breton.

If we contrast the state of these isolated spots, known as the settlements of a hundred years ago, with the present state of these colonies, one cannot fail to see progress indelibly stamped upon every place.

The external boundaries of these respective colonies, forms each, one almost unbroken settlement; the banks of the numerous and extensive rivers, which every where penetrate the country, are lined with flourishing settlements; each colony is traversed in all directions by good roads, the streams, wherever necessary, are spanned by substantial bridges; the 30,000, the aggregate population of ancient Acadia, one hundred years ago, has increased to 600,000 souls; history fails to inform us of the existence of more than half a dozen schools in all Acadia one hundred years ago, while the aggregate number of the present day exceeds 2,000, with a large number of Colleges and Academies, Mechanics Institutions, Museums, etc. One hundred years ago there were no steamboats, telegraph lines, or railroads in the world; now, our extensive sea girt boundaries, as well as rivers, are plied by numerous steamboats; and every town and village is connected by telegraph lines, and the iron horse has been introduced. Manufactories for lumber and other purposes may be counted by hundreds; and fleets of

fine ships, of Colonial manufacture, are continually employed to bear the products of the forest, of the mines, and of the sea, to the markets of the world. One hundred years ago New Brunswick and Prince Edward Island were included under the government then established in Nova Scotia; now each of these three Colonies are exercising the principle functions of civil government, and each possess nearly all the political paraphernalia common to countries, which are as old as the Christian era.

Leaving "one hundred years ago" behind us, and looking in imagination to one hundred years ahead, when our bodies will have long been mingled with the clods of the valley, what will then be the state of these Colonies, will they confederate and form one potent Empire, or will they continue integrals of Great Britain? Whatever their political destiny may be, one thing appears very certain, that progress in the development of their vast latent resources,—progress in the cultivation of the soil, in the extension of commerce, in general improvement, and progress in the extension of privilege, will be prevailing characteristics of the coming century.

Leaving the considerations, for a time, both of the past and future, and looking at the present state of society, we certainly see and hear of much that is peculiar to the present. If any one who lived in the days of George the Third, could visit this terrestrial hall again, what astonishing sights would be presented in the first months of 1859. In riding over the face of the civilized world he would behold huge carriages, holding fifty or sixty men each, thundering through most all parts of the world at the rate of thirty, and even sixty miles an hour; vessels of enormous size, steaming along the rivers and over the face of old ocean; men thousands of miles apart holding familiar converse with each other, as if face to face; bridges hung on wires, spanning mighty chasms and vast rivers; roads passing under the bottom of rivers, and through the hills for miles; telegraph cables spanning the ocean; artists painting with the flash of sunbeams; man rising as on wings, and riding on the

winds or soaring through the clouds; despotisms tumbling to dust, and freedom taking their place; ignorance being dispelled, and knowledge being extended. Such are but a few of the bold and surprising results that characterise the present age. The improvement in Geology, Mining, Astronomy, Printing, Navigation, and the great saving of labour through the means of steam, stand forth in bold relief, and are principally all due to the indomitable energy and perseverance of the men of the last century. The triumphs of science and art have been great; commerce has extended its boundaries east, west, north, and south; almost to the utmost bounds of our earth; knowledge is extending her benign and powerful influences to the most obscure and benighted places of the world; theories of education are engaging the attention of every nation and country, and the facilities of acquiring useful knowledge is being made patent to all.

*Agriculturally* this is an age of progress; much improvement has recently been made through the means of science and art. The manufacture of agricultural implements, and the application of chemistry, have been instrumental in drawing larger supplies of food for man and beast from the resources of the earth. Though many of the theories which have been erected and the minute directions which have been framed in the laboratory and in the closet, which the agriculturist was to follow in all their minutia, with confident expectation of reaping a golden harvest, have been weighed in the balance, and found wanting. In order to theorise aright an agricultural chemistry, the best school is nature's laboratory, where months, in place of minutes, are absolutely required to effect chemical changes; and where these changes are constantly influenced, invested, and sometimes even reversed by fluctuations and temperature, moisture, and many other causes.

Science and art are now being brought to bear with more certainty of success on the different elements necessary to advance agricultural operations,—they are guiding lights to accurate practical experiment.

The progress made in agricultural operations during the last hundred years has been great—wild theories have been discarded, and practical truth substituted; the improved system of tillage, draining, management of manures, pulverisation, vegetation of crops, improvement in seeds and agricultural implements, and improvements in anials—have all tended to place the farmer on a better footing.

The farmers of a hundred years ago, except the Lords of the Manors, were grossly ignorant, few, history tells us, were able to read; it is now entirely different—farmers, no matter how poor, are educating their families, so as to be able to apply the various recourses at command. Many of the countries of Europe now produce five-fold more food for man and beast than they did even fifty years ago, which arises through the application of well-directed knowledge to agricultural operations.

*Educationally*, the last hundred years have marked great changes;—many of the fine spun theories which had for their object the advancement of education and the spread of knowledge, have been swept away as unfit to draw out the mind. A hundred years ago it was considered enough to educate the masters and let the servants, of which the most of the world consisted, remain in gross ignorance. Happily, however, this dark cloud which once veiled truth from the understanding of the great mass of society, is now passing swiftly across the intellectual firmament and leaving an unclouded sky, which all may behold behind. The primary object of all enlightened educationalists of the present day is the enlightenment of the mass of mankind,—the people, through whose industry the earth and the sea are made to minister to the wants of man. The time is fast passing away when the people, who make all the improvements of which our earth is the picture, shall continue to remain in ignorance and gross darkness. In this age of advancement nothing is more common than to find the poor man's son, with a telescope of his own construction, observing the bespangled firmament, and recording his observations for the benefit of man. It is no

uncommon occurrence to see the poor man's son decending into the bowels of the earth and unfolding and expounding its properties, and disclosing the long kept secrets connected with the subterranean revolutions of the earth. In fact, the son's of the poor may now be seen sitting, Gamaleal like, on the high pinnacles of the temple of Literature, and occupying the highest seats in the halls of Legislation—seats which, not a long time ago were considered the hereditary places of the Nobles, so called; in a word, it is the sons of the poor, generally speaking, the decendants of the once ignorant peasantry, that now stand

forth as the great educa'ors of society and ameliators of the condition of our race. These facts show us that useful knowledge is becoming more general, and its advancement is becoming more and more the object of every government,—free schools—free and untrammled education, is dawning upon society. We hold that the advancement of knowledge—knowledge of physical nature—knowledge of ourselves, and the spread of Bible morality, are the only sure guides to true greatness,—the only means capable of dispelling darkness and enlightening the world.

### Classification of Teachers.

The following comparative statement will show the advances being made by the sister Province, Canada, West, in the qualification of Teachers of Parish Schools:

*Revised Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instruction for Upper Canada.*

To be in full force until repealed or revised by the Council.

N. B.—Candidates are not eligible to be admitted to examination until they shall have furnished the Examiners with satisfactory evidence of their strictly temperate habits and good moral character.

(1.) *Minimum Qualification of Third Class Teachers.*

Candidates for certificates are required:

1. To be able to read intelligibly and correctly any passage from any common reading book.

2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.

3. To be able to write a plain hand.

4. To be able to work readily questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.

5. To know the elements of English grammar, and to be able to parse any easy sentence in prose.

6. To be acquainted with the relative positions of the principal countries of the world, with the principal cities, physical features, boundaries of continents, &c.

7. To have some knowledge of school organization and the classification of pupils.

8. In regard to teachers of French or German, a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly.

(2.) *Minimum Qualification of Second Class Teachers.*

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required:

1. To be able to read with ease, intelligence, and expression, and to be familiar with the principles of reading and pronunciation.

2. To write a bold free hand, and to be acquainted with the rules of teaching and writing.

3. To know fractions, vulgar and decimal, involution, evolution, and commercial and mental arithmetic, and to be familiar with the principles on which the rules depend.

4. To be acquainted with the elements of book-keeping.

5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted; to write

grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of mathematical and physical geography, and the particular geography of Canada.

7. To be familiar with the outlines of general history.

(3) *Minimum Qualifications of First Class Teachers.*

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required:

1. To be familiar with the remaining rules of common arithmetic.

2. To be acquainted with the rules for the mensuration of superficies and solids.

3. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations. (Colenso's.)

4. To know the first four books of Euclid. (Potts'.)

5. To be familiar with the outlines of Canadian and English history.

6. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of national readers.

7. To understand the proper organization and management of schools, and the improved methods of teaching.

8. To be acquainted with the principal Greek and Latin roots in the English language, with the prefixes and affixes; to be able to describe and exemplify the principal changes of construction.

*Female candidates for first class certificates will not be examined in the subjects mentioned in the second, third, and fourth paragraphs under this head.*

Originally adopted the 3rd day of October, 1850, and revised on the 17th day of December, 1858.—*Journal of Education, U. C.*

BY THE NEW BRUNSWICK ACT.—  
“Male teachers of the first class to teach spelling, reading, writing, arithmetic, English grammar, geography, history, book keeping, geometry, men-

suration, land-surveying, navigation and algebra. Of the second class—spelling, reading, writing, arithmetic, English grammar, geography, history, and book-keeping; of the third class, spelling, reading, writing and arithmetic.

Every teacher of the first and second class shall be qualified and enjoined to impart to his pupils a knowledge of the geography, history, and resources of the Province of New Brunswick, and of the adjoining North American Colonies.

Female Teachers of the first class to learn spelling, reading, writing, arithmetic, English grammar, geography, history, and common needle-work;—of the second class, spelling, writing, arithmetic, geography, and common needle-work;—of the third class, spelling, reading, writing, arithmetic, and common needle work.”

In comparing the extent and variety of qualifications, required of Teachers of district schools in Canada West, with those of the Teachers of Common Schools of New Brunswick,—it will be observed that teachers of third class schools in Canada, are required to teach the first elements of English grammar, and a limited amount of geography, and be acquainted with school organisation and the classification of pupils, in addition to that required to be taught by third class teachers in New Brunswick.

The difference in the matter to be taught by second class teachers of these two Provinces is unimportant. But there was several points of difference in the requirements of teachers of first class schools; those holding a first class license in Canada West are required to teach the elements of vegetable and animal physiology, and a limited amount of natural philosophy; the proper organisation and management of schools; improved methods of teaching; and be acquainted with the principal Greek and Latin roots in the English language, etc., none of which is required to be taught by the New Brunswick statute; but they are all important and useful branches of knowledge.

It will be observed, on examination of the New Brunswick act, that the only difference between the qualifica-

tions of Female teachers of the first and second class is, that the former are required to teach *history*, which is not required of the latter; and for this difference in the qualifications, one simple branch of study, the first class teachers get five pounds more of a salary.

It will also be observed that the Canadian requirements of the qualifications of female teachers are silent as to common needle-work being taught in the schools.

Would it not be wise in the council

of public instruction for New Brunswick to revise (if the law gives the power) this part of the Parish School Act, and repeal those clauses providing for the teaching of common needle-work in the schools of New Brunswick? We should like to see the untutored, thousands of which reside in the Province, instructed in the first elements of education, in place of wasting time and money, as is too often the case, in the manufacture of articles, which should be taught by the mothers at their respective homes.

From English Journal of Education.

### Education of Women, and Women as Educators.

Every human being should work: no one should owe bread to any but his or her parents. So says the authoress of "Women and Work." It is a great truth, and will be a good text for a paper on the way in which women may best become Educators. Nothing is more absurdly wrong than the notion that the great mission of women to educate can be furthered only by special tuition. A woman who has learned the great practical duties of life *and does them*, is by force thereof, an educator, and she will well and wisely teach by her example, more forcibly even than by precept.

A practically christian woman who works hard in her vocation, be it what it may, and in some sphere of real usefulness (however humble) is pretty sure to train and teach well and wisely. Society suffers no wrong in her being a mother. Her children may not shine as great lights, but they will in the long run benefit their time, and contribute to the common weal. The children of a vain, frivolous, or idle woman will, be her talents what they may, in most cases partake of their mother's faults, and society stands in peril of them.

The great bulk of Englishwomen are trained to be married; not to be mothers. Now the best training for a mother is useful work. It is well said by Barbara Leigh Smith:

"How often dreary years of waiting for marriage might be saved by the woman doing just so much work as would keep her soul alive and her

heart from stagnation, not to say corruption! We know an instance, a type of thousands. B, a young man, was engaged to M; they were both without - fortunes. B worked for years to gain money enough to marry upon. M. lived as young ladies usually do—doing nothing but reading novels and 'practising.' She became nervous, hysterically ill, and at last died of consumption. B, overworked and struck with grief, became mad. I could add a score of such cases. Ask medical men the effects of idleness in women. Look into lunatic asylums, then you will be convinced that something must be done for women.

"Think of the noble capacities of a human being. Look at your daughters, your sisters, and ask if they are what they might be if their faculties had been drawn forth; if they had liberty to grow, to expand, to become what God means them to be. When you see girls and women dawdling in shops, choosing finery and talking scandal, do you not think they might have been better with some serious training?"

"Do you think women are happy? Look at unmarried women of thirty-five—the prime of life. Do you know one who is healthy and happy? If you do, she is one who has found her work:—"Blessed is he who has found his work, let him ask no other blessedness." "My God; if I had anything to do I could bear this grief, said a girl whose lover was just dead.

Another living only in her lover who was a sailor, saw a false statement in a newspaper, that he was drowned—she lost her reason instantly and never recovered it. We do not say that if she had been a medical student or watchmaker that the grief might not have turned her brain; but most certainly she would have had a stronger and a stouter reason, and some good cause to wish to live. It is a noble thing even to make good watches, and well worth living for.

“For our part, when we think of the lives of most women, how they are contred and bound up in human affection, living no life but that of love, we cannot wonder at reason going when love is lost. “Oh! that I had now what you men call the consolations of philosophy,” said a woman whose heart was sorely tried. The consolations of philosophy which men have, are indeed great when philosophy means a knowledge of God’s works, but not enough unless some branch of the philosophy involves work. The man who works to discover the habits of an insect, or the woman who watches the growth and means of nourishment of a polype—*who ever works is consoled*. I have a great respect for the young lady, who, being desperately in love, and having to give up her lover, went through the first four books of Euclid that she might not think of him. But I think it must have been heavy work, and that if she had been studying to be an architect, her purpose would have been better answered. It is surprising to see girls study so much as they do, considering how constantly the idea is put before them that they must give it up some day.

There is a vast deal of practical wisdom in all this. But if so, how severely it condemns our practice. Where are the parents who would deter a daughter from learning stereotyped accomplishments deemed requisite in high life, because the time was needed for teaching them to be useful, and preparing them for the work of wives? And yet this is what husbands would prefer. The time devoted to music—often too by girls who have no faculty or natural talents for music—would alone suffice

to educate them in all the points which conduce to the essential comforts and welfare of married life. And yet the piano is preferred to it.

The way in which numberless girls, especially in middle and upper class life, are reared, is precisely such as to unfit them for the maternal offices of education. It is in every one’s mouth that the character of children is moulded by mothers: and thus every mother is, more or less, an educator. It needs not that she *try* to be one; she cannot help it. She is the type off her offspring, the model of their virtues, or the pattern and involuntary promoter of their vices and follies. Their minds likewise are in most cases strong or feeble, well stored or sterile, as hers is cultivated or neglected.

How exceptional is the training of female minds, to reason rightly. How much oftener is fashion made the arbiter of folly! And how intensely vain and silly are our female fashions! And yet by these are mothers mainly reared. The adornment of the person occupies a vast portion of their thoughts. Even this is debased. Taste might be cultivated even in the study of dress. Symetry in the outline of figure, neatness, simplicity, and the adjustment of colours, are all of them useful in the education and chastening of taste; and attention to such objects may be easily made auxiliary to the cultivation of the arts of which these are elements. But is it so? What is the result at this moment of the time and thought lavished on female dress? Why that women walk about hideous spectacles of contortion and outrages to all the laws of beauty and proportion. Their bonnets so constructed as to denude them of all covering to the face and head, giving them the appearance of the brazen audacity of the lowest members of their sex; whilst the rest of their dress seems to be moulded after two separate designs—one to assimilate it in every thing, save convenience and comfort, to the apparel of men—the other to make them look like extinguishers. Such slavery to the atrocious follies of fashion is also in itself a proof of the need of education in the proper sense of the term. If wo-

men were moderately endowed with an educated judgment, they would resist the rapacious dictation of milliners, and refuse to be made mountebanks of, in order to fill the pockets of those who perpetually devise new absurdities, in order to compel new purchases. If women were employed this would not be so. With any kind of useful work to do, a stronger sense would infallibly grow up. There are instances of sensible, well educated women who do oppose this tide of folly, and having matured judgments and rational tastes formed by the practical discipline of their minds and hands, for without some

kind of useful work, no woman is doing her duty; and if she be a young woman, she is being reared in fatal idleness, alike disastrous to her soul and mind, and to the welfare of all who have to do with her.

Again let us use the words of Barbara Smith:—

“It is a good thing to ask ourselves daily the question, ‘Have I eaten my head off to-day?’ Women must, as children of God, be trained to do some work in the world. Women may not take a man as a god: they must not hold their first duty to be towards any human being.

[*To be Concluded.*]

### Moral Education. What is it? How great its importance!

It is much to be feared that many use these words, and write and speak on the subject of Moral Education, who neither understand what they say, nor whereof they affirm. The term moral, like a great many others in the English language, is susceptible of no small diversity of meaning, and in this have not a few sheltered themselves, contending most earnestly for moral education, whilst they are all the while attaching their own expectation to the words. We all know what is generally understood by a man of good moral character, that it just means a person of sobriety, of justice, of correct and honourable dealing with his fellow-creatures, without the least allusion to the motives by which he is animated, or to the end he has in view in the conduct he is pursuing; or, if these are referred to it, is but too manifest that they are purely of a selfish, or secular, or worldly character. In the same sense is the term moral employed by not a few in connection with education. They are vehement in their support of moral education, but it is plain that all they mean by it is that the children be encouraged to speak the truth, or be punished for telling lies, because, in the one case, it is manly and creditable, and, in the other, cowardly and discreditable. Others, again, go a step farther on the matter of moral education. They insist upon the daily reading of the

Sacred Scriptures in school, but not a word of comment by way explanation or enforcement is to be offered, though in every other department or branch of study, not a sentence is passed over without every effort being made to bring it down to the level of the meanest intellect. Not an attempt is to be made in the daily intercourse between teacher and taught, or between the scholars themselves, to reduce the precepts of the Bible to practice, either in the stimulating to duty or in the deterring from crime. Should any child be detected in telling a glaring falsehood, not an allusion can be made to the awful judgment inflicted on Ananias and Sapphira, even though that thrilling narrative formed part of the chapter read in the morning. Such a course we regard as little else than a mockery of the Sacred Scriptures. It is like the soldier who equips himself with his furbished arms for the battle, and, after he has faced the enemy, refuses to use them. At all events, if it can be said that such children receive moral instruction in school, it surely never can be said that they receive moral education.

We take the word moral in its highest and most important sense, as referring to all those duties which spring from our relationship to God and to one another, and as discharging these duties out of love to our

Creator and Saviour-God. When applied to education it just means the drawing out, the developing and strengthening by exercise of our moral sense, and this is done by bowing to its authority and complying with its requirements. That all have a conscience possessed of certain characteristics or properties, just as all have an intellect possessed of certain powers or faculties, and that this conscience is susceptible of immense improvement, of an ever increasing sensibility, are truths questioned by none. But this vicegerent of Divinity, as the Moral Governor of the Universe, this umpire of right and wrong in every one's breast, does not constitute an infallible directory to our moral nature. Like every other part of our being, it has shared in that dread and desolating catastrophe which has befallen the species, and neither its own efforts nor the auxiliaries of nature or Providence can restore it to its pristine authority and dignity. It needs illumination, it needs unerring direction, and none but the Lord of the conscience is capable of imparting either the one or the other; and this he has actually done in his own oracles; hence designated the only infallible standard of faith and morals. That these sacred oracles may serve the end intended they must be used in school—not read merely—but used by reducing their precepts to practice in the intercourse maintained between teacher and taught, and between the taught themselves, by constituting them the first and the last standard of appeal in all matters appertaining to the organization, and government of the whole school establishment, as well as by plying the scholars with their motives to diligence and good conduct. By such appliances, continuously and perseveringly employed, the conscience of the young will be drawn out, enlarged and rendered increasingly sensitive. And this is what we consider moral education. We have no sympathy with those who seem to imagine that all that is necessary is the mere reading of the Sacred Scriptures in

school without note or comment, or the slightest allusion to its truths or precepts. Better, infinitely better, that there be even this recognition of the Divine Word than none at all:—It is but a rightful act of homage to Him who is the supreme Lord of the conscience, and to whom both teachers and taught are alike amenable. But we fear that many entertain the most unwarrantable expectations as to the benefits likely to flow from such a use of the Sacred Record. At all events, it is not moral education, it is not training up the child in the way he should go. Neither have we any sympathy with those who seem to think that it were better to allow the young to remain uneducated altogether than to give a merely secular education, or such an education as consists only in the cultivation of the intellect. Now, whilst we hold such an education as meagre in the extreme, as completely unsuited to the physical, intellectual and moral constitution of the young, and as curtailing most materially the intellectual education itself, yet we would much rather have even this education than none at all. We would take it as an instalment and press forward for an education adequate to the necessities of the case, adapted to the nature of the recipients, and that if it were for no higher object than the expansion of the intellect itself. The culminating point of all education is that which is moral, such a moral education as we have briefly delineated, and this simply because the conscience or the moral part of our nature as far transcends the intellectual as the intellectual the physical—is that which most closely assimilates us to the divine nature, and by a participation of which we can alone taste of his blessedness. It is that which regulates and directs and controls the physical and intellectual, and which can alone render them truly beneficial. It is that which connects the present and the future in man's destiny, conjoins, blends and interweaves his temporal and eternal interests.—*Journal of Education and Agriculture, N. S.*

## The True Teacher, forever a Student.

No reform is more needed in our schools than the introduction of the custom generally among teachers, of studying the lessons they are to teach. Were we called upon to indicate the causes which most generally lead to the failures either in the instruction or government of the common schools, we would point to the neglect of teachers to learn their lessons as the most prominent and pernicious of them all.

It is but a small part of the teacher's business to look upon the text book and note whether a pupil has recited the lesson as it is printed there. If this is all then any one may teach who can read. And yet we may well fear whether there are not multitudes of professed teachers who do no more than this. We have ourselves heard men of competent learning, even college bred, go through recitation after recitation, reading the questions placed at the bottom of the page and then following with the eye the words in the book while the pupils repeated the answer, merely correcting them when a word was missed. Whatever this process may be called, it certainly is not teaching.

The teacher should know his lesson before hand. No previously acquired knowledge of the subject is sufficient; he should know the very lesson in the text book used by the pupils. There they have gained their ideas of the subject, and all teaching to be profitable to them must be based upon the very lesson they have learned; all explanations and illustrations must in some way spring from that and cluster around it. Associated thus with that, the teacher's explanations will be remembered, or easily recalled; but otherwise they will be often misunderstood and quickly forgotten.

Nor will a previous familiarity with the text book be sufficient. Nothing short of such present knowledge of the lesson as will permit the teacher to go through the recitation with his text book closed, can enable him to teach with the highest success. Memory is treacherous and knowledge

fades away. The lesson learned a year ago cannot be fresh in mind to-day. No mechanic would be employed to do a delicate piece of work if it were known that he had not sharpened his tools since last year, especially if they had lain for months, exposed to rust. Lessons are the teacher's tools and used to be sharpened by daily study.

The teacher who does not learn his lesson before hand must study it during the recitation. Having asked the question which he finds at the bottom of the page he must look through the wilderness of course and fine print to find the answer; he must dwell upon that answer till he understands it. This may require him to read half a page of context and notes in fine print, or if it be a lesson in geography he must often search the map till he finds the place he has asked for. And while his time and energies are thus occupied how much of teaching can he do?

The pupils become inattentive, and learn to despise a teacher who knows so little of his business.

Nor are the class before him the only ones injured by this loss of the teacher's ever present attention. The whole school speedily learns that the teacher's eyes and thoughts are engrossed with a lesson. The temptation is too strong to be resisted; the spirit of fun and mischief triumphs, and the teacher is recalled to consciousness by the suppressed titter or loud whisper, pervading the school. The difficulty of his herculean task becomes greatly increased.—There, on the one hand, is his lesson demanding for its completion the sharpest use of eyes and thoughts, and on the other, there is a school of noisy children needing to be watched every instant, as the only price of peace. Who wonders that, under such conditions so many teachers fail entirely, while others retire disgusted with the drudgery of school teaching, a drudgery caused largely by this neglect of all daily preparation for their duties?

Let the teacher study thoroughly the lessons he is to hear each day, and

his task becomes light and pleasant. His eyes and mind are free. The classes feel the inspiration of his presence, his eye resting upon them and not upon his book holds them to a steady, active attention, while his ready and speaking glance sweeping over the school at the slightest indication of disorder, removes at once all opportunity and all temptation to mischief. The difference between the teacher who prepares his lessons and the one who makes no preparation is the difference between a teacher who spends his whole time with his school, and one who is compelled to be absent a half or more of his time; for his bodily presence is of little account while the eye and the soul are away.

Does any teacher object to this imposition of extra labor—these hours of daily study. Let him remember it is a part of his business and the fixed condition of success. The best teachers in the land, professors in colleges and others, have even done it. Nor will it add so much to the teacher's labors as many may imagine. It will greatly lighten the toils of the school room by removing his needful study from the already taxed hours of teaching, to a quiet evening hour. It will certainly increase the hours of his daily labor, but it will vastly lighten their burden. And the reward more than equals the toil. No position in life is so favorable to intellectual culture as that of the teacher. Let him be a student as well as

a teacher, and all the colleges of earth can offer him no such advantages as he may find in his own school room, for the thorough acquisition of knowledge and intellectual power.

If it be urged that the multiplicity of studies and classes in our common schools renders this study of all the lessons by the teacher, an impossibility, we reply, if the duties of the common school teacher are so numerous and burdensome, so much the more need that he should not go to them without due preparation. Five or ten minutes spent upon a lesson would often enable the teacher to save twice that time to the class and school, and render an otherwise farcical exercise a true teaching. If time absolutely fails and some lesson, the Geography lesson for example, remains unstudied, let some best prepared pupil in the class be called upon to listen, to give explanations and preserve order.

A reform so necessary cannot long be delayed. The time will come when he who will not study shall not teach; when parents and school officers will care less for the inspector's certificate than for the fresh qualifications for his task which their teacher acquires by his daily study, and when, (we may add) it will be counted no loss to give the teacher one or even two hours of the six for his own preparations rather than have him come all unprovided to his mighty and glorious work.—*Michigan Journal of Education.*

## Relations of Parents and Teachers.

BY T. T. LYON.

To commence at the inception of the school: It should not be sufficient, as is too often the case, that the person to be employed shall have been examined by the School Inspectors and found qualified. Their examinations are necessarily extremely limited, in range as well as in depth, and are therefore sometimes faulty in result. Perhaps the *most important quality*, that of government, is entirely beyond their reach except by actual trial, while the question of moral character in a stranger is neces-

sarily dependent upon credentials, which, (and I say it with all due consideration for the difficulties of the case) cannot be too rigidly scanned; as any moral taint or vicious habit in a teacher must to a greater or less extent prejudice the character of his pupils.

Parents therefore should see to it that the teacher, as far as possible, embodies the qualities they would have impressed upon the character of their children; and when once employed no pupil should ever be led to

doubt his ability to do all that should be expected of him.

It should be always remembered that you have put the teacher instead of yourself, and that he has, in his six or seven hours per day, the same authority over the pupils that you yourself exercise at home, and that you cannot for the pending time nullify or recall that authority. Your sceptre is, by our laws, made potent up to the limit of the school grounds. Once over that line during school hours the child becomes a pupil and is beyond your authority.

And yet as your representative in the school room he is doubtless under obligation to consider your wishes and yield to them, just so far as in his judgement is consistent with the highest good of all concerned. This relation naturally indicates the propriety of mutual forbearance and of the utmost consideration for each others feelings, and the great advantage of a practical carrying out of the "Golden Rule" cannot but be obvious to all.

In order to assure ourselves that our ordinary business is properly done we are in the habit of watching narrowly the management of such parts as we commit to the hands of others. If we hire a man to build a house we scan closely the quality of the material employed, and also the manner of putting together, and every step of the process from the cellar to the garret is sedulously watched in order that when finished it may be thoroughly done and well adapted to the purpose intended.

We should remember that a mistake in the finishing or adaptation of a building can be remedied, while an error in our education is the error of a lifetime, and is almost if not altogether beyond remedy. It is a well known fact that a school is usually successful just in proportion to the interest manifested by the patrons.

Another duty the parent owes to both teacher and pupil is to furnish for the school a suitable building with appropriate surroundings. The mind is so constituted by its good Author, that Chameleon like, it takes its hue to some extent from contiguous objects, and especially is the

plastic mind of the child influenced by the character of the place where he is required to spend so many of his juvenile hours. We recognize this fact at home, and therefore our residences are surrounded with trees, shrubs, plants, flowers, &c.; and our children learn to respect and love them. Our dwellings are also adorned with works of art and a variety of objects pleasant to the eye and elevating to the taste and they learn to demean themselves appropriately to the place. But it is urged forsooth, that the school house is the place where juvenile humanity runs wild and that to attempt to surround it with pleasing objects would be only "casting pearls before swine," that such things would be demolished by the children in the mere wantonness of sport.

Men know how to adapt their manners to the place. Children do the same thing almost by intentions. At home they are taught to seek an appropriate place if they wish for a romp by way of giving vent to the exuberant spirits of childhood, and the appositeness of employment to place soon becomes as obvious to them as to older persons.

Let the people build school houses such as school houses should be, and fit them up with appropriate and convenient surroundings, such as any man of taste would consider indispensable at home, then say to the teacher it is your business to see that this is not damaged, and you will be sustained in so doing, and my word for it, there would be but one voice from the teachers of the land, "we will do it."

Were I to have a model school, house in which to keep a model school, I would have it strictly plain but neat and tasteful, both without and within—surrounded by grounds carefully laid out, planted with trees and shrubbery and well fenced. The steps should be provided with scrapers. The aisles, at least, of the school rooms should be furnished with water and the necessary fixtures to secure cleanliness. Every pupil should be required to be strictly neat and decorous in dress and behaviour. All play (except perhaps in

winter the more quiet kinds) should be consigned to the play grounds or places expressly intended for that purpose. In short my scholars should deport themselves with the same decorum in the school room *at all times*, that I would consider necessary to good manners in my parlor.

After providing a teacher and an appropriate house, the next duty of the parent is to consult with the *teacher*—not the *pupil*—to determine what studies the child shall pursue, and to furnish such books as may be needed. And here permit me to remark that when the teacher has been informed by the parent what length of time will be allowed the child to acquire an education, it should be the duty of the teacher, not the parent, to determine his course and order of studies.

The next duty of the parent is to see that his child is not detained from school except for the most weighty reasons, and furthermore that he is there regularly and in season.

Regularity and punctuality are two indispensable requisites of a good education, and if steadily insisted on both at home and at school the habit will hardly be forgotten in future life.

And lastly, it should be the parents duty to see that the child is sent to the school room cleanly and appropriately dressed. And here let me not be misunderstood. There is a magic in appropriateness that all will at once perceive. We are accustomed to dress according to our employment. So in the school room where the sexes meet—and where the business should be preeminently methodical, regular, and quiet, the dress should be neat and clean—let it be *patched* to the last degree if necessary—but still, *whole* and above all, *clean*, and in order to enforce cleanliness, let the teacher be furnished with the needful room, with water and soap and whatever else may become necessary to secure this object.

## MONTHLY INTELLIGENCE.

**VICTORIA BRIDGE—MONTREAL.**—This immense work of human labour is being pushed on with great rapidity. This Bridge consists of 23 spans of 242 feet each, and one in the centre of 330 feet. The spans are approached on each side by causeways, terminating in abutments of solid masonry 240 feet long and 90 feet wide. The northern causeway is 1,400 feet long; that on the south is 700 feet. The total length of this Bridge is two miles, less 150 feet.

There are upwards of 3,200 men employed in its construction; 142 Houses; three Locomotives, engines for pumping, hoisting, etc., 17; rivet making machines, 8; riveting machines, 2; steamers employed, 5, of 653 tons, 56 men, and 365 horse-power; barges 63, of 8,436 tons, 319 men; scows 27, of 1,550 tons; ferry and row boats 27, manned by 75 men—making a total of 3,650 men employed; and the estimated cost of this Bridge, when completed, is set down at two and a half millions sterling.

**THE PHILOSOPHY OF RAIN.**—To understand the philosophy of this beautiful and often sublime phenomenon so often witnessed since the creation of the world, and essential to the very existence of plants and animals, a few facts derived from observation and a long train of experiments must be remembered:

1. Were the atmosphere everywhere, at all times, at a uniform temperature, we should never have rain, or hail, or snow. The water absorbed by it in evaporation from the sea and the earth's surface would descend in an imperceptible vapor, or cease to be absorbed by the air when it was once fully saturated.

2. The absorbing power of the atmosphere, and consequently its capability to retain humidity, is proportionably greater in warm than in cold air.

3. The air near the surface of the earth is warmer than it is in the region of the clouds. The higher we ascend from the earth, the colder do

we find the atmosphere. Hence the perpetual snow on very high mountains in the hottest climate. Now when from continued evaporation, the air is highly saturated with vapor, though it be invisible and the sky cloudless, if its temperature is suddenly reduced by cold currents descending from above, or rushing from a higher to a lower latitude, its capacity to retain moisture is diminished, clouds are formed, and the result is rain. Air condenses as it cools, and like a sponge filled with water and compressed, pours out the water which its diminished capacity cannot hold. How singular yet how simple, the philosophy of rain! What but Omniscience could have devised such an admirable arrangement for watering the earth?—*Scientific Journal*.

**EDUCATION IN ENGLAND.**—The Lords of the Committee of the Privy Council on education have recently had the following subjects under consideration:—

1. The state of Schools in small rural parishes.

2. The conditions of age, attainments, and stipend attached to the several years of a pupil—teachers apprenticeship.

3. The position occupied by teachers between the end of their period of training, and the time of their becoming certificated.

4. The means of providing further by means of night schools, for the continuance of instruction beyond the age at which labour must be commenced.

A Minute of Council embracing and furthering these several objects was made, and instructions issued to the Inspectors of Schools.

**SEPARATE SCHOOLS.**—"The Montreal True Witness," after arguing for a representation (politically) by population says, on the separate school question, that nothing will satisfy the Catholics, but "separate education of Catholic and Protestant children, no conceivable modification of the common system, no pledges, or guarantee that the faith of pupils shall not be interfered with; no uniform or national system, in short, will we accept." This paper further as-

serts, that the Catholics will support no "Ministry that does not make separate schools and the separate system in its integrity, a plank of its political platform. This also is our ultimatum on the School question, from which never will we recede one inch. We may be defeated, but never will we surrender or yield one inch; never will we consent to listen to any terms of compromise. In the meantime, we will take what we can get; but if anything short of our full demands, will accept of it only as an instalment of a debt due, and long unjustly withheld."

**MODEL SCHOOLS OF THE CHURCH AND SCHOOL SOCIETY OF MONTREAL.**—At a recent examination of the pupils of this society—the Bishop of Montreal in the chair; the various classes passed their examinations in grammar, English History, Geography, Arithmetic, Algebra, French, etc. Specimens of drawing and maping were exhibited; the whole was very creditable both to the pupils and their instructors.

This society is reported to be the means of giving instruction to a large number of children, who, in all probability, were it not for its efforts, would be allowed to grow up in gross ignorance.

**OPIUM IN THE UNITED STATES.**—Within the last five years, the use of opium has increased thirty per cent. It is said that many of the officials and others who have abandoned the use of spirituous liquors have become extremely intemperate in the use of Opium. Of two evils, this, we think, is choosing the greater; for it is a well known fact, that continual opium users do not live to be more than thirty-six years of age. Intemperance in the use of any thing tends to shorten life.

**PUBLIC BUILDINGS AT HAMBURG—GERMANY.**—St. Peter's Church is 165 feet in length, and 112 feet in breadth; St. Michael is 245 feet long, by 180 broad, and has a tower 436 feet in height, ascending a stair of nearly 600 steps, and is capable of accommodating 6000 people; it has an organ of 5,600 pipes, and a large crypt, supported by sixty nine granite columns.

Hamburgh has a large number of religious edifices belonging to different denominations, they are of immense size. The general infirmary cost £85,000, and will accommodate from 4000 to 5000 patients. The New Orphan Asylum accommodates 600 orphans, and 500 more are provided for elsewhere; there are other asylums and hospitals of immense size, accommodating a large number of deaf, dumb, and blind persons, in which besides medical attendance, a superior education is given to reformed children, cripples, etc.; of whom Hamburgh contains a large number. The senate house, erected in the thirteenth century, is an incongruous piece of architecture, having been added to at different periods in the succeeding ages. The Bank, Observatory, and other buildings present a massive appearance.

**SECTARIAN COLLEGES.**—The majority of our worthy confreres of the press of the Lower Provinces, have recently given this subject a passing notice; and in all the papers which have come to hand, we find that provincial grants to Sectarian Colleges etc. are condemned. *The Courier*, a paper which generally speaks with firmness and to the point, on matters of public interest, says;—"We are opposed to all grants of public money for sectarian education, and we hope a step will be taken to effect this object during the coming sitting of the Legislature."

We have repeatedly advocated this view in former numbers of our periodical, and the sentiments aduced, in support of the repeal of all grants to sectarian institution of education, have been endorsed by a large portion of the press of these provinces. We hope the Legislature now about closing the sessions for the present will not fail to express an opinion on the subject; an opinion, opposed to grants being made to sectarian institutions of learning.

**STATISTICS OF AMERICA.**—The width of the United States is 2,650 miles.

Its length is 2,600 miles.

Area of square miles, 2,936,107.

Coast, line of rivers and lakes, 15,204.

It has 32 states; of which 17 are free and 15 slave States; and seven Territories.

Its population is 23,189,876, of which there are 13,349,740 free at the North, and in the South 6,221,518, and 3,204,313 slaves: there are also 497,302 free persons of color.

The area of square miles of the St. Lawrence basin is 130,009.

Atlantic slope, basin of square miles, 410,000.

Pacific slope, basin of square miles, 6,000,000.

Mississippi Valley, basin of square miles, 12,000,000.

Texas slope, basin of square miles, 280,000.

Utah slope, basin of square miles, 280,000.

Area of the North in square miles, 61,897.

**ATLANTIC CABLE.**—At a meeting recently held in London, of the stockholders of the Atlantic Telegraph Company, the financial state of the Company was found to be:—Receipts £430,000; and the expenditure nearly the same. It was proposed to raise a new capital of £668,750, and to lay a new cable; the British Government has been solicited to give a guarantee of four and a half per cent on it.

So, now, that the practicability of ocean telegraphing being procured, there is no doubt that every effort will be made to secure telegraphic communication between Europe and America, and if one line fails, others will no doubt be tried and experimented upon, until it is finally consummated.

**AGE OF THE PRESENT SOVEREIGNS OF EUROPE.**—King of Wurtemberg, 77; King of Belgium, 68; Pope of Rome, 66; King of Prussia, 63; King of Sweden, 59; King of Saxony, 58; Emperor of France, 50; King of Denmark, 50; King of Naples, 48; King of Bavaria, 47; King of Greece, 43; King of Holland, 41; Emperor of Russia, 40; Queen of Great Britain, 39; King of Hanover, 39; King of Sardinia, 38; Sultan of Turkey, 35; Emperor of Austria, 28; Queen of Spain, 28; King of Portugal, 21.

## "The Parish School Advocate."

### OPINIONS OF THE PRESS.

"This spirited periodical, *The Parish School Advocate*, has now been in existence for about a year, and has proved of good service to the cause of education. The selections are admirable, and the original matter argues a thorough knowledge of the present condition and relations of these Lower Provinces. Mr. Monro, the enlightened Editor, is the author of several books, which do credit both to his talent and industry. Amongst the rest is a volume on the Industrial Resources of New Brunswick, which contains a large amount of well digested information."—*Journal of Education and Agriculture, Nova Scotia*.

"The Parish School Advocate and Family Instructor, a monthly periodical, edited and published by Mr. Alexander Munro, of Bay Verte. We have attentively looked through this little work, and noted with much gratification the pleasing style of the original articles, and also the very effective manner in which the object of the publication is sustained throughout; and we would bespeak for it a cordial patronage in every section of the Provinces. As its name imports, it is intended more particularly to educate the public mind on the subject of a practical school system, commensurate with the wants of a new country, and as being the foundation of the moral and intellectual advancement of the population. It is published at the low price of three shillings and ninepence per annum, a price which ought to insure for it thousands of paying subscribers."—*Courier*.

"*The Parish School Advocate and Family Instructor*, \* \* \* as its title indicates, is denoted principally to the advancement of Parish School Education; and is in favour of Free Schools, supported to a limited extent by direct assessment, and the Bible in the Schools, without which education is useless. It is \* \* \* conducted with ability, and will, no doubt, prove a valuable aid in the dissemination of Educational princi-

ples. We wish the enterprising editor every success."—*Morning News*.

"*The Parish School Advocate* \* \* is a very good publication, the price—three shillings and ninepence for single subscribers, and three shillings for clubs of five, is small; and we should like to see it supported by teachers and the public."—*Woodstock Journal*.

"The Parish School Advocate certainly is an admirable work of its kind, and well adapted to promote the object the Editor had in view in its commencement, viz., the advancement of Parish School Education in these Provinces. The editorial department contains many excellent suggestions, and valuable hints to the young upon the best way of improving their position in society."—*Borderer*.

"The Parish School Advocate, as its title indicates, is devoted to the advancement of Parish School education; the articles are well written."—*Standard*.

"The Parish School Advocate is the title of a monthly magazine, \* \* \* devoted principally to the advancement of Parish School Education in the Lower Provinces of British North America. The pages of this little monthly exhibit a fund of editorial ability; and we hail the introduction of the work into the educational channels, not only of the sister Province, but also of this (Nova Scotia)—believing it well designed to co-operate with the promising Journal of Dr. Forrester. It is in every way suited to family reading, for which a part is specially reserved."—*Zion's Magazine*.

"The Parish School Advocate, \* \* \* is a neat little monthly; and from the present numbers on our table, we feel inclined to hope that the Advocate will prove very serviceable in the good cause. \* \* \* We wish this little monthly all success, and shall from time to time, draw from its pages, corroborations to our remarks on the subject of the present School system, and Parish Schools in general."—*Investigator*.