

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

JOURNAL OF EDUCATION

FOR
NOVA SCOTIA.

CONDUCTED BY SUPERINTENDENT OF EDUCATION.

Vol. 1.

October 1, 1851.

No. 2.

EDUCATIONAL MEETINGS FOR OCTOBER AND NOVEMBER.

PUBLIC Educational Meetings, as required by the School Act, will be held—

In the School-house, Tatamagouche, on Tuesday Oct. 14, at 11 o'clock a.m.

In the Court House, Amherst, on Tuesday Oct 21, same hour.

At the Cross Ponds, Parrsboro', on Saturday Oct. 25, same hour.

In the Court House, Truro, on Monday Nov. 3, same hour.

In the Court House, Pictou, on Monday Nov. 17, same hour.

In the Temperance Hall New Glasgow, on Thursday Nov 20, same hour.

The attendance of Commissioners, Teachers, Trustees, and the Public generally, is respectfully requested.—The Clerks of the Boards of Commissioners and Teachers will please do all in their power to give general notice of the meetings for their several districts.

A TEACHER'S INSTITUTE.

will be held in Truro, commencing on Tuesday Nov. 4, at 9 o'clock a.m.; and continuing till Saturday Nov. 8, at 12 o'clock noon.

Order of Exercises for each day:—

Meeting at 9 a.m.;—Introductory Address, Reviews and discussions of elementary branches;—11 to 12 recess, and instructions in agricultural chemistry;—12 to 1, Lecture on agricultural Chemistry;—2 1-2 to 4 p.m., Illustration of methods, lectures and discussions on the teaching of reading, writing, arithmetic, grammar and geography; and on school order and discipline;—6 p.m., Drawing, singing, and black-board exercises;—7 p.m., Lectures on educational subjects.

Some of the ablest teachers and educationists in the province will be invited to aid by lecturing, illustrating methods, &c. Free board will be provided for about 40 teachers.

As this is the last Teachers' Institute that can be held under the present law, and as the locality is central and easy of access, it is hoped that a large number of teachers will avail themselves of this opportunity of improvement.

J. W. DAWSON,
Supt. of Edu.

Boards of Commissioners are respectfully reminded that the law authorizes them to report on the state of Education, as well as to send in a tabular return—Any recommendations made by them, in reference to the contemplated Normal School, the support of schools of Assessment, and other great interests of education, would have great weight with the government and legislature, and are therefore urgently called for at the present crisis. Arrangements to express the views of the several Boards in the above manner, might be made at the meeting for distribution of monies in November.

ASSESSMENT FOR THE SUPPORT OF SCHOOLS.

The great Educational question of the present time is that of Assessment and Free Schools. Is Nova Scotia prepared practically to recognise the great truth that the education of the children of the whole people is the only sure basis of national growth and prosperity, and the only pledge for the existence of good social and political institutions, and for exemption from crime and pauperism; and consequently that Common School Education should be free to all and supported by a general tax upon property? If we answer in the negative, we must be prepared for failures of industrial pursuits, want of business skill and energy, undeveloped resources, emigration of our most useful young men, increase of crime and pauperism, unsafe and imperfect political institutions—all of them the natural consequences of the growth of an untrained native population and the influx of uneducated emigrants. If on the other hand we can answer in the affirmative, the example of our New England neighbors assures us that we have decided on that which, of all human instrumentalities, is the most effective in avoiding these evils, and in working out public happiness and greatness.

In thinking on this subject let us consider:—1st, that the tax will be moderate in amount and equitably distributed. It would not be more, perhaps less, than the sum the parents now raise, and it would be collected from all who have property, and would consequently fall lightly on those who now support the schools. 2dly, It will secure the keeping open of a free school in every district, and the attendance of nearly all the children; so that no class would be debarred from full opportunities of receiving instruction. 3dly, It will be spent among the people, and in the advancement of one of their best interests. 4thly, It will benefit all classes—the poor by giving them a cheap education for their children, the rich by improving the tone of society, and advancing all kinds of industry. 5thly, It will excite public interest in the schools, and necessitate their being kept in a constant state of efficiency. 6thly, It will relieve the Trustees and more active supporters of schools from the present difficulty of collecting the means of support, and from the annoyance of being unable to obtain union in their maintenance. 7thly, It will make the remuneration of Teachers more certain and respectable, and thereby increase their efficiency and usefulness. In short, assessment is the cheapest and only just mode of supporting public schools; and it is the only mode which can secure a good training equally to the children of all.

Many objections, however, are urged. We are told that it is a mean and pauper

like thing for persons who should educate their own children to ask the public to do so. But it is surely not mean that the public should combine its funds, to educate children whose education is a public benefit. Your true pauper spirit is that of the well-to-do man, who knows that he is dependant for protection and for progress, for the value of his property and the comfort of his life, on the training of the children of the Province, and yet churlishly refuses to pay any share of the cost of this common benefit. This is the mean selfishness of a man who will not contribute to procure a benefit for himself, merely because he fears that it may benefit others a little more than it may benefit him. Another objection is, that it is a hardship to those who have already educated their families. The hardship in their case is, that assessment was not introduced earlier, before their children were grown up; but that it was not gives them no just right to object now; more especially as they will not be taxed except for their property, which is still interested in education, and as they likely have an interest in the education of those who are to inherit their property. It is evident, however, that such an objection, if listened to, would stop all improvement whatever; and that in one generation after the establishment of assessment, it must virtually disappear. We are also told that the country is too poor to bear assessment. Unfortunately, this objection generally comes from the wealthy, who fear that their share will be large; and we must bear in mind that unless both individuals and nations, when poor, are willing to make some effort and some sacrifice for the improvement of their circumstances, they must ever continue poor. It is sometimes asked, why has not the country availed itself of the facilities for assessment in the present law? The principal reasons are that, even in the districts which have a large majority for assessment, a troublesome minority deters the people from carrying the law into force; and the want of a guarantee for the permanence of the assessment, causes many persons to object that they may pay a tax now, and yet have no security that the system will be continued when they themselves may require its benefits for their children. These reasons alone, irrespective of all others, show that a general and permanent measure is necessary to secure beneficial results.

The greater part of the objections made proceed from timidity, or from that ignorant selfishness which cannot see its own good in the good of the public. Most of them are well answered in the extracts in other columns. One important fact shown by these extracts is, that enlightened Americans attribute the great prosperity of

LB
N85j

the New England States mainly to the training of the popular mind given by their noble system of free schools. Such views rebuke the ignorance of many persons in this country, who speak of American industrial prosperity as if it rested on protection, peculiarities of political institutions and other causes, altogether secondary and subordinate to the training of an intelligent, practical and thoughtful people.

The main difficulties are in the adjustment of details; and to obviate these, the following plan, proposed last winter to the committee on Education, as the *lowest amount that could produce useful results*, is now published for the information of the public, and with the view of inducing the friends of popular education to make up their minds as to the mode and extent in which assessment could be introduced into the next Educational Law; and to express their views and those of the people generally to the Legislature in its next session by returns, as numerous signed as possible.

Principles on which assessment for the support of Schools should be levied in the Province of Nova Scotia, as submitted by the Superintendent to the Committee on Education, for the consideration of the Legislature and the country.

1. That, in order to secure the blessing of a good common school education to all the children of this Province, and especially to the children of the poor, it is necessary that the public schools should be made free to all persons between the ages of four and fifteen years.

2. That Assessment for the support of schools should be made compulsory to the extent of at least one Pound for each pound of the Provincial Grant, or of about five shillings for each person between the ages of four and fifteen. It seems, however, to admit of doubt whether the assessment should be made in Counties or in separate districts. The former of these methods would be the more equitable, but the latter might at present be more acceptable in some parts of the Province. The following outline of a plan is proposed.

Assessment of each County in an amount equal to that of its provincial grant for the support of Common and Grammar Schools.

The whole amount of the Provincial grant to be drawn from the Treasury and distributed by the Commissioners at the close of the winter half year, on their certifying that an equal sum had been assessed and was in process of collection. The sum assessed and collected from the County or Commissioners' District, to be distributed by the Commissioners at the close of the summer half year.

Both sums to be distributed among the schools taught according to law, in proportion to the number of pupils actually in attendance, for a period of not less than four months in each half year, regard being also had to the class or grade of each school, and to the amount of additional salary voluntarily contributed by the people.

The additional amount required for the salaries of teachers, to be contributed vo-

luntarily in the separate school districts, either by assessment agreed to at meetings held for that purpose, or by subscription,—the Trustees to call such meetings, and to act as assessors and collectors, and to receive a commission on all sums collected by them, either from persons assessed or from subscribers.

3. It seems desirable that inquiries should be conducted into the best mode of assessment, and if any alteration can be made in the present system, so as to raise the requisite funds in a more easy and equitable manner. It seems also desirable that, in the collection of that part of the fund raised in the separate districts, a method should be adopted for receiving payment in farm produce, &c., according to the practice in Upper Canada, and that the Teacher's receipt be accepted by the collector in proof thereof.

4. Ministers of religion, public and private teachers, and widows having property below a certain amount, should be exempted from this compulsory assessment.

It will be observed that the above plan is proposed as the minimum amount of assessment that would be of service, and would justify the establishment of free schools. Various modifications of it have been proposed at the public meetings of the present year, to meet the circumstances of particular sections of the Province. These cannot be discussed here, but will as far as possible be attended to in preparing a proposal for the coming session.

Should it prove impracticable to carry even the limited assessment above proposed, the Superintendent is prepared to recommend that district assessment should be encouraged, by requiring the commissioners to give an extra share of the public grant to districts which may assess themselves, and to withhold in proportion from those which do not assess, unless they can truly plead the excuse of poverty. That this would be perfectly just, can be easily shown. At present the average attendance for the whole Province is about twenty-four children per school, while the average number of children per district is fifty-three. But in the New England States where assessment prevails, the attendance is about seventy-five per cent. of the whole children, and often more; and in Upper Canada assessment is said to have raised the attendance in some cases fifty per cent., and in others as much as three hundred per cent. Take for illustration the lowest increase, and suppose that a district, by assessing itself, and keeping a free school, brings in twelve additional pupils from among the more neglected children of the district, thus raising the average attendance to thirty-six, does it not thereby entitle itself to a much larger share of provincial aid than a neighboring district in which, though an equal sum be raised for the teacher, a selfish system of support narrows the benefit to twenty-four pupils only. In addition to this, the teacher in the district in which assessment prevails, will by the influx of additional pupils have his labour much increased. It is true that our law at present would sanction the commissioners in increasing the allowance in such

circumstances; but this is not always done, and it is not generally understood. District assessment would therefore be much promoted by the introduction of an express enactment to this effect; and the Legislature should be prepared to give this bounty on free schools, or rather this just remuneration for the additional work that they perform, if assessment cannot be introduced on a more general basis.

The above illustration of the effect of assessment, shows how absurd are the apprehensions entertained by some that assessment may be made a pretext for withholding the Provincial aid, when in truth a school supported by assessment has a far stronger claim on the public funds than one supported on the improper and selfish method of subscription per scholar. It also shows that the working of assessment is eminently in favor of the children of the poor and ignorant, and not by any means, as some would insinuate, a method of relieving parents who can easily furnish education for their children. It also shows how unjust is the imputation cast upon teachers, that in advocating assessment they seek only their own benefit, whereas if assessment gives them sure or better pay, it also gives them increased work. Yet any good teacher would rather be the master of a good and respectable school, than of a small and comparatively inefficient one.

It is evident, however, that an assessment levied over whole counties, or all accounts to be preferred to one limited to districts. This is proved not only by such general considerations as its more equitable bearing on all, its advantages in relation to poor districts, and its more general and constant application, but also by the experience of all countries in which schools are supported by assessment. A general assessment, for counties or commissioners' districts, on fair and equitable principles, should be the first aim of the friends of education.

A wide diffusion of sound views on this important subject, and a powerful pressure on the Legislature at its next session, are urgently required; and commissioners, teachers, trustees and parents should consider, that a special weight of responsibility in reference to those great interests of the rising generation, that are involved in the institution of free schools, rests on them.

If the proper exertions be used, there seems reason to hope that this great end may be at least partially attained; but if there be inaction at the present juncture on the part of the friends of popular education, we may be assured that the activity of the selfish and the prejudices of the ignorant, acting on the timidity of the representatives of the more unenlightened constituencies, will take away every hope of success.

INSTITUTES IN CONNECTICUT.—Fourteen Institutes, attended by twelve hundred teachers in all, were held in this state in the year ending May 1851:

QUESTIONS TO PARENTS AND GUARDIANS.

Is there a School in operation in your District? If so, do your children attend it regularly? Is it not sad if, in a civilized country at this period of the world's history, and with a public provision for the support of Schools, any neighbourhood should so far forget its own interests as to be for any considerable time destitute of the means of education? And is it not still more sad to see children wandering idly about, and growing up in ignorance when there is a School near their door?

Are you too poor to establish a school? Surely the united means of the district can do something towards it, and a really poor district may receive some additional aid from the public grant. If any money can be saved from anything not absolutely necessary, the education of the children should receive a large share of it. It is a poor economy to let the soil lie barren, if any sacrifice can procure seed for it; and the cultivation of those rational powers on which man depends for his progress in every useful effort, is of no less importance than that of the ground.

Are you a disunited people, and being of different minds on public or religious grounds, or having personal quarrels, do you make that a reason for neglecting the cause of education? Is it not truly wise and reasonable to injure your own offspring because you hate your neighbour, or think he hates you; or to sacrifice the best interests of the community at the shrine of party difference? It is time that this folly were at an end; and that all men felt that it is at once most creditable and profitable to any man or party to show by deeds that his views or principles do not prevent him from uniting with others in advancing public interests. The man who refuses to co-operate with those who are not his friends or not of his party, for the common good, pursues a course at once traitorous to his country, and suicidal to himself and his party.

Perhaps you cannot find a good teacher. This is a serious difficulty. The work of teaching is arduous and difficult, and requires great skill, patience, judgment and rectitude. It is a great mistake to suppose that lazy persons, or persons of small ability, are good enough to educate even small children. It is good to have a high idea of the importance of the teacher's office. But let not this discourage. Let the Trustees make diligent enquiry, and let the people offer as great inducements as they can afford, and I have no doubt some faithful and competent man or woman may be found. If not, perhaps the commissioners or superintendent could find a suitable person. The difficulty should make you appreciate the importance of a Normal School, which would enable young persons, perhaps from your own districts, on easy terms, to fit themselves for the work.

Possibly there is a school in your district, but you are too poor to take the benefit of it; or perhaps you can pay fees only for a small part of the year, or for a portion of your children at a time. This is a case demanding much sympathy, both

on its own account and for the sake of the country. The poor man who is bringing up an industrious, respectable and intelligent family is a great benefactor to his country, and if he be prevented from doing so, not only he and his children, but the public too, experience serious loss. There is, however, at least one resource,—you can send your children to school as free scholars; and it is not a very rational pride that refuses to do this when need requires. The fact that either you or your neighbours may be in such circumstances, should at least induce you to think of the importance of having Free Schools, supported by a general tax upon the property of the community.

But you cannot spare the labour of your children. Inquire, however, if it be not injustice to your children, to break them in to the active work of life, before their minds and bodies have acquired sufficient growth and training; would you break in any domestic animal so early, that its body would be dwarfed and deformed for life; and if not, is it justifiable to stop short the mental improvement of children, and perhaps, by forcing them prematurely into hard labour, condemn them for life to the dwarfishness of ignorance and mental weakness that shall incapacitate them from doing much good to themselves or others. Remember that good school instruction is just as practical as the learning of a trade, and if your children must work early, send them to school early, and keep them there constantly while they can go.

But perhaps you have a school in operation, and you are one of its supporters. In that case let us inquire into its condition and management. Do you often visit it to inquire into its state? Do you send your children regularly and punctually, and do you train them to respect the school and the teacher, and to study diligently whatever is appointed to them? Is the teacher respected, encouraged and supported as the importance of the work demands, or are you so foolish as to suppose that any man can labour from day to day, with energy, devotion and faithfulness, amid chilling neglect, at "thankless work for scanty pay."

Is the school house a good building, comfortably seated and well ventilated? Has it a space of ground as a play ground for the children? Is it sufficiently supplied with fuel, and is it in its internal cleanliness and neatness fitted to give the children high ideas on these subjects? Is it provided with blackboards, wall maps or globes, and are the pupils well supplied with books? Is it in short, such a place that teacher and pupils can work in it with ease, comfort and animation? Look in next time you pass, and inquire if these things be so. If not, there is a demand for exertion—public, united and earnest exertion—to remedy these deficiencies.

Perhaps you may be disposed to inquire—"what have you to do with me and my children? may I not do with them as I please?" True, they are your own, but the laws of your country do not allow you to destroy or degrade them, or to bring them to be useless or injurious to the

community. The laws enacted by your countrymen, might indeed as justly punish you for depriving your children of the means of instruction, as for maltreating or destroying them. The laws, however, providing means of instruction, trust to your own affection and good sense to use the facilities prepared for you; and now they only gently hint to you, through the officer appointed to the oversight of this matter, the nature of your duties, and ask you to employ a portion of your talents, your means and your time, in the great work of providing at least a good common school training for every young person growing up in the country, in order that the country may grow and flourish in all departments of useful and honorable exertion, and that you and your children along with others may enjoy the benefits.

THE RAILWAY & EDUCATION.

All parties seem agreed that we must have the great British American Railway, but little has yet been said of an educational element that enters largely into the question of its ultimate success. Just as in opening a canal between two seas, it is necessary to consider their relative levels, so in opening the great iron thoroughfares of nations we must think of the intellectual levels of the countries which they will connect. The result of this enquiry will determine whether, as a people, we are to be the masters or the servants of those with whom we shall be connected. On the one hand, we may see all positions of respectability and emolument, and all the most valuable resources of this rich country falling into the hands of more intelligent foreigners.—On the other we may find ourselves borne down and outvoted by swarms of uneducated strangers.—The only effectual preventive of these opposite evils, is good and universally diffused education, such as shall effectually provide for the practical training of our youth, and of the children of every poor emigrant. With, or before the Railway, we should have the Free School. This alone can enable our young Nova Scotians to stand erect in presence of our enquiring and intelligent New England neighbors, and can break the shackles of ignorance from the minds of every poor family that may reach our shores.

NORMAL SCHOOLS.

On the 2nd July the corner stone of the new building for the Provincial Normal School of Upper Canada, was laid with great ceremony, in presence of the Gov. General and a large concourse of spectators. It is to be a noble building, of 184 feet frontage, and will cost, with its site, £15,000. Lower Canada, we hear, has given a grant for a similar purpose.—Connecticut has just dedicated a splendid building to the same use. Michigan and North Carolina have each made appropriations for State Normal Schools; and Massachusetts which already has three, has voted a grant for a fourth. So the good work goes on. Nova Scotia without a Normal School, will soon be behind every other country that has a system of public instruction.

We regret that circumstances have prevented us from enlarging the Journal in its present No. In next number we hope to insert a greater variety of matter than in the present, and to give some neat cuts of improved school-houses and furniture. Teachers will please to observe that, as the present number deals chiefly with the people, they will do well in lending their copies to trustees, parents, &c.

The Clerks of the several Boards of Commissioners are requested to be punctual in forwarding their returns to the Provincial Secretary's Office, on or before the 31st December, the latter if possible. It is believed that blank forms of the commissioner's return have been forwarded to all the clerks. If any have not received copies, they will oblige by applying for them in time.

Teachers whose schools have been fitted up with the improved furniture described in the tract on "School Architecture," will oblige by stating the fact in their returns; and the clerks will please in such cases place the letters "N. F." opposite the names of such schools, in the columns of the Commissioner's returns relating to the school-houses.

Clerks of Commissioners will forward the minutes of the Public meetings in their respective districts, with the returns in December, if not previously sent in.

Since last No., Educational meetings have been held in Antigonish, St. Mary's, Guysboro, Arichat, Sydney, Margaree and Port Hood, and evening lectures have been delivered in various parts of the eastern counties. Two short Institutes, attended respectively by 21 and 15 teachers, have been held at Sydney and Port Hood. Increased interest was manifested in educational improvement in many places, and at most of the meetings resolutions in favor of a Normal School and general assessment were carried.

TEACHER'S ASSOCIATIONS.—Since the publication of our last, we have heard of the organization of Associations at Sydney, C. B.; Aylesford, Kings; and East Branch, East River, Pictou. Others are in process of formation.

The rules of Teacher's Associations in Halifax, Aylesford, Durham, Liverpool and Sydney have been received.

NORMAL SCHOOLS AND ASSESSMENT IN MASSACHUSETTS.—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 met with no success for the want of a thorough mental training. We have now established Normal Schools for the purpose of raising up a succession of Teachers, and when the profession is formed we must support it with money. For after all, it is very much a matter of 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 our 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.]

That parent who refuses to send his children to the schools established and opened in his neighbourhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and State.

He may be allowed to make his home the dark abode of ignorance and stupidity to those children intrusted to his care by Providence; but surely he has no right, when they are grown up, to send them forth into society vicious men and women, to corrupt it by their example, or disturb its peace by their crimes. It is alike the interest of the individual and of the public, that every child within the limits of the Commonwealth, should receive the priceless blessing of a Common School education.

This has been the theory of our educational laws from the beginning. And, practically, every year, thousands of the children of the poor participate in their benefits.—[Gov. Briggs, Massachusetts.]

For the purpose of public instruction, we hold every man subject to taxation in proportion to his property; and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of policy, by which property and life and the peace of society are secured. We seek to promote in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge at an early age. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, against immorality and crime. And knowing that our government rests directly on the public will, that we may preserve it, and endeavor to give a safe and proper direction to the public will. It is every poor man's undoubted birth-right, it is his solace in life, and well may it be his consolation in death, that his country stands pledged by the faith which it has plighted to all its citizens, to protect his children from ignorance, barbarism and vice.—[Daniel Webster.]

The system of Free-schools in New England is to be regarded, and is there regarded, as a great moral police wisely supported by a tax on property, to preserve a decent, orderly, and respectable population; to teach men, from their earliest childhood, their duties and rights; to give the mass of the community a higher sense of character, a more general intelligence, and a wider circumspection, to make them understand better the value of justice, order, and moral worth, and more anxious and vigilant to support them.—[London Journal of Education.]

THE TEACHER'S INFLUENCE.—And never say, O Teacher! that the untoward influences of society are so many, and the unfaithfulness of parents so great, and your pupils are so short a time under your care, that you can do nothing. You can do much; if you were a thousand times less potent than you are, you could do wonders. A little unseen rill creeping along through the grass will make a green strip of velvet wherever it goes.—The far off stars, whose light has to travel long thousands of years and across a multitude of adverse currents to reach us, every evening help to light the laborer from his field of toil to his couch of repose. These emblematic teach us how much we can do for learning, for virtue, for religion, if we exert a correct and steady influence, and seek to shine like lights in the world. We desire not better praise than that of the Hebrew woman of old: "She hath done what she could." Are you doing what you can in behalf of a correct moral training of the thousands of pupils in our schools.

INFLUENCE OF A CLEAN SCHOOL-HOUSE.—A neat, clean, fresh-aired, sweet, cheerful, well-arranged, and well situated house, exercises a moral, as well as a physical influence over its inmates, and makes the members of a family peaceable and considerate of the feelings and happiness of each other; the connexion is obvious between the state of mind thus produced, and habits of respect for others and for those higher duties and obligations which no laws can enforce. On the contrary, a filthy, squalid, noxious dwelling, rendered still more wretched by its noisome site, and in which none of the decencies of life can be obtained, contributes to make its unfortunate inhabitants selfish, sensual, and regardless of the feelings of each other; the constant indulgence of such passions renders them reckless and brutal; and the transition is natural to propensities and habits incompatible with a respect for the property of others, or for the laws.—[Com. School Jour.]

PUNCTUALITY.—"I give it," said the late Rev. Dr. Frisk, "as my deliberate and solemn conviction, that the individual who is habitually late in meeting an appointment, will never be respected or successful in life."

NOTICE.

To avoid mistakes in directing, all the copies of this No. for the teachers, have been sent to the clerks of the Districts, who will please direct and forward them by mail or otherwise as may be most convenient.