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JOURNAL OF EDUCATION

FOR NOVA SCOTIA.

CONDUCTED BY THE SUPERINTENDENT OF EDUCATION.

Vol. 1.

August 1, 1851.

No. 1.

The appearance of this little sheet may perhaps surprise some of those to whom it may be sent, and its insignificant dimensions may disconcert others, who may think the educational interests of Nova Scotia rather poorly represented by a sheet so paltry.

The reasons for its present publication are, the difficulty of reaching the teachers of remote districts through the ordinary advertising media, and the importance of some regular means of communication between the Superintendent and the Commissioners and Teachers.

The design of issuing an Educational Journal, has long been entertained by the Superintendent, but the migratory nature of his occupation has hitherto prevented its execution. Now, however, it is hoped that it will be possible to issue a number, either in Halifax or Pictou, at intervals of about two months, during the present year, and that the officers who may be at the head of the Educational interests of the Province under the new law, may be so situated as to be able to continue its issue regularly; and by obtaining subscribers, to make it self-supporting.

The Journal of Education, therefore, will for the present year be sent gratis to Commissioners and Teachers, and will be issued as regularly as circumstances will permit. It is hoped that in the next No. its dimensions may be enlarged. It should be stated that for a large portion of the extracts in the present No. we are indebted to the Journal of Education for Upper Canada.

PUBLIC MEETINGS AND INSTITUTES.

The work of holding public educational meetings, lecturing and visiting schools, has been prosecuted vigorously during the past three months, in the Western Counties. Resolutions, favorable to a measure for general Assessment, were passed at respectable meetings in Bridgetown, Kentville, Digby, Yarmouth, Barrington, Lunenburg, and Eastern Hants. —The project for establishing a Normal School, is, as last year, everywhere favorably received. Though there are still in many districts too much apathy and carelessness, there are also some cheering signs of improvement. Better methods of teaching, Registers of errors and merits, Blackboards and other apparatus, have been introduced into many schools, and in several, new and improved desks and seats have been put up, after the model given last year in the pamphlet on School Architecture. It is to be hoped that such changes will now go on with increasing rapidity.

In the present No., meetings are advertised for the Counties of Sydney,

Sydney, Richmond, Cape Breton and Inverness; and we trust that the Commissioners and friends of Education in these Counties, will bear in mind that an expression of opinion on Assessment, and other important improvements, is expected, in view of the enactment of a new Educational Law in the next session of the Legislature.

An Institute of the duration of one week, and attended by 40 teachers, was held in Horton Academy in April, and three others of the duration of one day each, have since been held in Yarmouth, Shelburne and Lunenburg. Two others are now advertised for Sydney C. B., and Port Hood, and it is hoped that the Teachers of Cape Breton will avail themselves of these opportunities of improvement; more especially as provision will be made, in the case of the first of these Institutes, for the payment of their board while attending.

The meetings and School visitations for the Counties of Pictou, Colchester and Cumberland, will take place in October and November, and will be duly advertised.

THE NORMAL SCHOOL BILL.

The present Superintendent of Education, has from the first, regarded his office as in its nature temporary and preparatory; as intended by the framers of our educational law, to pave the way for an improved and more efficient system of popular instruction.

Visitation of schools, diffusion of information regarding Teaching, School houses, &c., Public meetings, Institutes and Associations, all tend in this direction, by elevating the character of public instruction, and the popular estimation of its value. There are however two great general improvements, to which, influenced by the experience of the best educated countries, the manifest wants of this Province, and the nearly unanimous opinion of the friends of popular education, he has given the greatest prominence. These are the *Establishment of a Normal or Training School*, for the better instruction and preparation of Teachers, and the support of Schools by a *General, Compulsory and Equitable Assessment*.

The former is intended to elevate the character and public estimation of the Teacher, to give to teaching the rank of a profession, indirectly to raise its remuneration, and to give to the people a satisfactory guarantee for the qualifications of the persons employed to instruct their children. The second is intended to make the Schools free to all, to enable the poorer and middling classes of society to educate their children at a lower rate than at present, to equalize the burden of supporting the schools, and to make the sa-

laries of the teachers approach more nearly to the true value of the services they are expected to render. Both of these improvements tend to cause the real importance of sound popular instruction to be more fully realized, and to make it be more extensively and practically recognized as one of the most valuable branches of the public service.

Of these two projects the Normal School should be first in the order of time, for the following reasons:—1st, In order to induce the people to acquiesce in assessment, we ought to be prepared to assure them that the means of training teachers possessed by other countries in which assessment prevails, are within their reach;—2dly, the Normal School can scarcely be in efficient operation till the lapse of nearly a year after it shall have been established by the Legislature; and trained pupils cannot be obtained from it, or in other words its practical benefits cannot be experienced, till nearly two years after the passage of a Bill for its erection.—3dly, The new law to be passed in 1852 should establish a permanent system of Education, and therefore should embrace, if possible, provision both for a Normal School and Assessment. In order however that these two great improvements might be introduced simultaneously, it was absolutely necessary that a law authorising the former should be passed in the late session of the Legislature.

Influenced by these considerations, and after having consulted a large number of the ablest educationists of the Province, and carefully examined the systems in use in other countries, a scheme was prepared, suited to the circumstances of a poor and small Province, and sanctioned in all its details by experience abroad, to provide at once for superintendence, district inspection and the training of from 50 to 100 teachers annually, at a cost, including interest of cost of buildings, &c., not exceeding £550. This plan was favorably received by the Committee on Education, or at least by those members who could find time to attend its meetings. It was explained to members of the Legislature, not only in the printed report, but in an address delivered to the committee in presence of the public, and in the appendix to the Report of the Committee. A Bill was prepared, embodying those parts of the plan on which action was required before the next meeting of the Legislature. There seemed few indications of opposition, and it was hoped that power would have been given to the Government to erect in the present year, the necessary buildings, choose the men fitted for carrying on the work of Superintendence and Normal Instruction, and give them time to prepare for their duties, so that the present

Superintendent might, at the close of the existing law, have handed over his work to a body of officers ready to take it up, without any interval of educational anarchy; and that a powerful impetus would by this great legislative step be given to educational improvement in every other direction—in short, that a nucleus of a sound educational organization had been prepared, and that the exertions of the present year could easily gather around it the other elements necessary to perfect its stability and symmetry. These hopes were disappointed. The Bill, after passing in committee, was lost in the House; and though the vote was afterwards rescinded, the friends of the measure felt that it would be unsafe again to bring it forward.

It is now necessary, without any recrimination as to the past, and leaving the responsibility of the delay to rest with those who caused it, to do the best that can be done to repair the injury that educational improvement has experienced, and to make more certain the passage of a similar Bill in the ensuing session. With this object the plan proposed last winter is now re-printed for the information of the people, that they may understand its nature, and make known to their representatives their wishes in relation to it.

Plan for the Establishment of a Provincial Normal School, in connection with an improved system of Superintendence of Schools, and the appointment of District Inspectors.

1. That in order to secure a constant supply of competent male and female teachers, and to enable the teachers already employed to extend and improve their professional knowledge, a Provincial Normal or Training School for Teachers, should be established in some central and convenient part of the Province.

2. That a building, provided with the necessary furniture, books and apparatus, be erected for the accommodation of the school, at an expense not exceeding £900 in all, including the cost of ground.

3. That the Teachers of the Normal School be, a Principal, appointed by the Governor in Council, with a salary of £300 per annum, and two Assistants, with salaries of 100 each per annum, appointed by the Principal, with the approval of the Governors of the School.

4. That the course of instruction be similar to that in the Normal schools of Upper Canada, New York, and Massachusetts, or as nearly approaching to this as the circumstances will permit.

5. That the necessary arrangements be made with the Trustees and inhabitants of the place in which the school shall be located, to enable its district schools, or some of them, to be connected with the Normal School, as *Model Schools*, in which the pupils of the Normal School may practice the art of teaching.

6. That the annual term of instruction shall be nine months; and that no pupil, not previously a licensed teacher, shall be entitled to apply for examination to graduate as a teacher, without having studied for that period.

7. That all pupils shall be examined by the Principal, after having studied for nine months; and if competent, shall receive certificates as qualified Common School

Teachers. The examinations shall be annual, public, and conducted in a uniform manner; and pupils who, at the close of their term of study, are found to be incompetent to act as teachers, may be dismissed, or receive instruction for a second term, at the discretion of the Principal.

8. That each Board of Commissioners shall have the right of sending to the Normal School, at the commencement of any of its terms, one pupil for each £100 of Provincial aid received by the Board; and if necessary to aid such pupils in paying their travelling expenses, to and from the school, to the extent of not more than £2 for each pupil. Provided that such pupils shall not be less than 17 years of age, and of good moral character; and that they shall give to the principal of the Normal School, written pledges that they will teach for at least three years within the province; and that on being examined by him, they shall prove to have received an ordinary common school education.

9. That the Principal of the School may receive an additional number of pupils, not exceeding twenty, on their applying to him, and giving the necessary pledges. All licensed teachers to have free access to the school at all times, and to be entitled to apply for examination after having studied three months.

10. Instruction, and the use of text books, to be free to all persons admitted in the above ways.

11. That any teacher holding a certificate from the Principal of the Normal School, shall be entitled to receive a common school licence from any Board of Commissioners, unless the holder of such certificate become of bad moral character, in which case the Commissioners shall make known the fact to the Principal, who shall erase his name from the list of graduates.

12. The governors of the Normal School shall be, His Excellency the Lieut. Governor, and the members of the Executive Council, with such other persons as His Excellency may appoint; and the Principal of the school shall, with the consent of the governors, frame the By Laws and Regulations necessary for its management and that of the model schools, and shall carefully watch over the conduct of the pupil teachers in attendance.

13. The Principal of the Normal School shall be the *Provincial Superintendent of Education*. In this capacity he shall receive the Reports of Commissioners of Schools, Trustees of Academies and District Inspectors; supply teachers to districts whose Trustees may apply to him; diffuse educational information; spend at least one month in each year in holding meetings and delivering lectures in the principal places in the Commissioners' Districts; report annually to his Excellency the Lieutenant Governor on the state of Education; and in general exert himself to improve and extend the education of the Province.

14. In each Commissioners' district there shall be an *Inspector of Schools*, who shall visit each school annually, under the direction of the Superintendent, (by whom he shall be furnished with blank forms of questions,) and shall report on its condi-

tion to the Commissioners and Superintendent; such Inspector to be one of the Commissioners or their clerk, recommended by the Board and appointed by the Superintendent. Each Inspector to receive from the treasury five shillings for each school visited and reported on by him. The sums required for this purpose to be drawn from the treasury by the several Boards of Commissioners, at the close of each school year.

The above plan in all its parts should be ready to go into operation on the first of May, 1852.

Estimate of cost of Normal School, with Superintendence and Inspection, on the above plan.

ORIGINAL OUTLAY.	
Building and Ground,	£750 0 0
Apparatus and Books,	150 0 0
Total,	£900 0 0
ANNUAL EXPENDITURE.	
Salary of Principal,	£300 0 0
Do. two Assistants	200 0 0
Repairs, Fuel, Books, &c.,	100 0 0
District Inspection about	240 0 0
Total,	£840 0 0
Deduct cost of present system of Superintendence,	350 0 0
Total additional expenditure,	£490 0 0

J. W. DAWSON,

Sup't. of Education.

By the above scheme, about one hundred teachers could be annually trained, which would be about a sufficient number to replace those now annually leaving the profession from various causes; and would therefore gradually introduce improved methods and unity of system, without causing any injurious competition with the teachers previously employed. Unlimited means of improvement are also afforded to teachers already licensed. Provision is made for making the benefits of the school sufficiently accessible to the districts most distant from it, and also for effectual superintendence and inspection. It may require some modifications—more especially since so much delay has occurred in carrying it into execution; but in its general outline, it is believed that it will recommend itself to all who have any acquaintance with the nature of such institutions.

TEACHERS' ASSOCIATIONS.

These valuable institutions, so conducive to the establishment and maintenance of mutual good feeling, professional spirit, energy and progress on the part of teachers, have now been established in a number of localities. In 1850 the superintendent found but one in operation, that of Stewiacke. Halifax took the lead in establishing new associations; and other societies of a similar character, centering at Durham, Bridgetown, Digby, Yarmouth, Liverpool, Lunenburg and New Glasgow, have been organized, or are believed to be in process of organization.

The officers of all the Associations that are or may be established, are requested to forward to the superintendent copies of their rules, that a selection from them may be given in the Educational Report of the present year. Arrangements will be made for procuring for each Asso-

sation, so forwarding its rules, before the end of September next, a copy of the Journal of Education for Upper Canada for one year.

CHEMICAL APPARATUS.

A few additional sets of apparatus for teaching Agricultural Chemistry, have been imported for distribution in the present year. Any Board of Commissioners desiring to have one of these, as part of its share of the appropriation for Books and apparatus, is requested to apply to the Superintendent of Education, before the 15th of September; as it is expected that the whole of the supply of Books and Apparatus will be ready for being forwarded to the several counties about that time.

Teachers who may not receive copies of the JOURNAL, will obtain this No. and have the subsequent Nos. sent to them, by sending their names and addresses, free of expense, to the Superintendent, or to the clerks of their districts.

Arrangements have been made for furnishing the several Boards of Commissioners with their supplies of books for poor Schools, and also with the School Libraries purchased with the grants for 1850 and 1851, about the middle of September.

NEW ASSOCIATION.

A number of teachers resident in the Township of Egerton, having met by appointment, on the 22nd May last, in the school house, at New Glasgow, for the purpose of taking into consideration their own position as teachers, as well as the educational interests of the Township generally: after consultation, they agreed to form themselves into a society, to be designated the "Egerton Teachers' Association," having for its object, their mutual improvement, and the elevation of their profession to that status in society which, from its importance, it ought to occupy.

They adopted the following rules as the basis of their association.

1st. That no teacher shall be a member of this society who is not competent to teach all the branches required by law.

2d. That every member shall pay one shilling and threepence entrance fee; and sixpence quarterly.

3rd. That the members of this Society shall meet on the first Tuesday of every month, for the above specified purposes.

4th. That the president, secretary, and treasurer shall be elected annually.

5th. That a committee chosen by the society shall visit all the schools twice a year, and report to the Society.

Besides the above, the association have adopted a code of Bye-laws for their special regulation.—(Chronicle.)

Commissioners and Clerks to whom several copies of the Journal are sent, will oblige by circulating them in situations where they may be likely to do good, and especially by supplying teachers who may not have received copies.

Teachers are requested to give notice, as fully as possible, to the people of their districts, of the meetings advertised in the present No.

PRACTICAL HINTS TO TEACHERS—READING.

It has often justly been observed, that very few persons read well. To read simply and naturally, with animation and expression, is indeed a high and rare attainment. To attain a correct pronunciation, a proper tone of voice, and the right inflections, such as will convey clearly to the minds of those who listen, the real sentiments and ideas which the writer intended should be conveyed, is a degree of perfection in the art of reading that few, very few, ever arrive at.

Besides, what is by many called good reading, is far from it. We mean that which calls the attention of the listener from the subject of the discourse, to the supposed taste and skill in pronouncing it. As the best window is that through which the light passes most freely, and affords the most natural view of the landscape without, so is he the best reader who brings before us the mind of the author, unencumbered by the tints and tracery of his own style and manner. Still it must be remembered that with most persons reading is an art. The best readers are those who have most diligently studied their art; and yet studied it so well that you can scarcely perceive they have studied it at all. You so thoroughly understand, and so sensibly feel the force of what they read, that you never think how they are saying it.

The principal reason why there are no more good readers is owing to defects in education. The error begins with teaching the alphabet. This is often an unmeaning exercise; nay, in the great majority of schools it is a tedious affair to children. The child is called out and required to repeat the alphabet from A to Z, and from Z to A, alternately, day after day, week after week, and, in many instances, this is continued for months; after which the pupil is set at reading "bla, ble, bli,"—those unmeaning and worse than useless monosyllables. Instead of this the child should be taught ideas, and words which convey ideas, at first.—For example, the pupil should be taught the letter o, then the letter x, and next the word ox. At the next lesson he may be taught a, e, and then the word axe; or b and y, which, with o, learned at the first lesson, form the word boy. Thus he learns words that convey thoughts to his mind, and from the conversation of the teacher concerning them, and the questions asked, he finds, at the first lessons, that learning the alphabet and learning to read are not dull, monotonous, meaningless tasks. He becomes at once interested; hence cannot fail to improve rapidly.

It is during the early training of children that the greatest fault in teaching reading consists. Bad habits then formed are exceedingly difficult to get rid of. But as teachers will not only have scholars who have not been taught at all, but

those who have been taught badly, the inquiry naturally arises, "How can we make good readers of those who now read badly, as well as those who cannot read at all?" In reply, we give a few rules, which, if observed, will be of much service in suggesting modes of teaching reading successfully.

Be sure that the pupil thoroughly understands what he reads. Probably there can be no one direction given, which is of more importance, especially in teaching children than this. Attention to it will sweep away those unmeaning combinations before alluded to, such as "blo, blu, dac, heo," and all the rest of this ridiculous tribe, found in nearly every spelling book. It is in reading these that a habit is formed of separating the sight and sound of words from the sense; and this habit once formed, clings to the mind long after the years of childhood have passed away.

Here, then while teaching the first principles of reading, is the place to commence the observance of the above rule. This is absolutely essential to success. Indeed, it is during the child's first instruction that the habit of fully comprehending in the mind that which is presented to the eye, must be formed. So with the more advanced pupils, if you would have them read well, they must understand what they read. How can a person be expected to express the language of a thought properly, if he does not comprehend the thought itself? If, therefore, you would have a sentence well read, read so as to be understood and felt by the hearer, take care that the reader himself both understands and feels it.

Remember that the tones and emphasis which we use in conversation, are those which form the basis of good elocution. Children should therefore be instructed to read as they talk; particularly in regard to emphasis and inflection. But there are some children who talk so badly that they can scarcely be understood. This is owing to defects in articulation. To remove this habit, we know of no better way than thorough drilling in uttering the elementary sounds of the language. This may be practised at first, by the class in concert, then by each pupil singly.

The first exercise should be pronouncing the word, then the vowel sound in the word, as follows: ale, a; arm, a; all, a; at, a; eat, e; ice, i; etc. Then the sub-vocals should be spoken in the same manner, thus: ebb, b; odd, d; him, m; buzz, z. Then the aspirates: up, p; it, t; sin, s; thin, th. When these have been well learned, words should be pronounced and spelled by sounds, as: m...a...n—man; d...a...y—day; e...a...t—eat. These exercises will give command of the organs of articulation, and teach the habit of speaking distinctly.—[Student,

HOW TO TEACH CHILDREN.

If you find an error in the child's mind, follow it up till he is rid of it. If a word is spelled wrong, be sure that the class is right before it is dismissed. Repeat, and fix attention on the exact error;

till it can never be committed again. One clear and distinct idea is worth a world of misty ones. Time is of no consequence in comparison with the object. Give the child possession of one clear, distinct truth, and it becomes to him a centre of light. In all your teaching, no matter what time it takes, never leave your pupil till you know he has in his mind your exact thought.

LOVE, HOPE AND PATIENCE IN EDUCATION.

O'er wayward childhood would'st thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope, and Patience, these must be thy graces,
And in thine heart let them first keep school.
For us old Atlas on his broad neck places
Heaven's starry globe, and there sustains it,
Do these upbear the little world below
Of Education—Patience, Love, and Hope,
Methinks I see them grouped in seemly show;
The straitened arms upraised, the palms aslope,
And robes that touching as adown they flow
Distinctly blend, like snow embossed in snow;
Oh, part them never! If Hope prostrate lie,
Love too will sink and die.
But Love is subtle, and doth proof derive
From her own life that Hope is yet alive:
And bending o'er, with soul-transfusing eyes,
And the soft murmurs of the mother dove,
Woos back the fleeting sprite, and half supplies;
Thus love repays to Hope what Hope first gave to Love.
Yet, haply, there will come a weary day,
When overtasked at length
Both Love and Hope beneath the load give way.
Then with a statue's smile, a statue's strength,
Stands the mute sister Patience, nothing loath,
And both supporting, does the work of both!

[Samuel Taylor Coleridge.]

A PHILOSOPHICAL SENTIMENT.—Governor Wright, of Indiana, advocating the establishment of a common school system in that State, says: "If we do not pay for education of the boy, we shall surely pay double for the ignorance of the man."

FAMILIAR SKETCH OF A COMMON SCHOOL IN GERMANY.

The following familiar sketch of the every day routine of a German elementary school, from DICKENS' *Household Words*, is intended as a keen satire upon those persons who are satisfied with the worst and cheapest description of school houses and school masters for their children:—

Just step into the interior of one of these same German schools, and see what manner of outlandish work is going on. There! Did you ever see the like of that! Call that a school! The boys are comfortably seated, and the master

Mean-spirited fellow, there he stands,

as though it were he who had the hardest work to do! The room is lofty, airy, and well warmed; the children sit, I do believe, in absolute enjoyment of the lesson. No other sound interrupts the teacher and his class; the other classes are under the same roof in other rooms. Ruined by luxury, there sit the children—with a grown man, and what's worse, a trained and educated man, standing before them, pouring out his energies. He isn't hearing them their lessons out of a book; the lesson they have learned out of a book, he is explaining with all the art of a lawyer, enlivening with anecdotes, sprinkling about with apt questions. The children are all on the *qui-vive*, and asking questions in their turn—why don't he knock 'em down for their impertinence! See! Now he asks a question of the class—up go two dozen little hands! The owners of these little hands believe that they can answer it. There! he selects one to answer, who looks pleased at the distinction. When the next question comes, he'll tackle some one else.

Now comes a lesson in geography. He takes a piece of chalk, and turns to the blackboard. Dot..dot..dot. There is a range of mountains. As soon as its shape is defined, the children eagerly shout out its name. In five seconds the names of five rivers are indicated, and named as fast as they are drawn, by the young vagabonds, who watch the artists hand.—Down go the rivers to the sea, and—dot..dot.—a dozen and a half of towns are indicated, every dot named in chorus. Then comes the coast line, boundaries of countries, provinces and other towns. In ten minutes there is on the board a clever impromptu map of Germany, and the children have shouted out the meaning of every dot and stroke as it was made.—They think it better fun than puzzles. Very pretty.

Now there he is, beginning at the school-yard, talking of its size; then advancing to a notion of the street; then of the town, then of the province, and leading his pupils to an idea of space, and the extent of country indicated upon such a map. Truly abominable all this is! Where's the discipline, I should like to know? If a school is not made the preliminary Hall of Sorrow, how are men to grow up, able to endure such a House of trouble as this world notoriously is! How can the mind be strengthened more effectually than by giving it at first the daily task to learn by rote, an exercise of simple memory? The less the task is understood, the more the memory is exercised in learning it; and so the better for the child. What will become of a man whose ears when he was young were never boxed—whose hands when he was young were never bruised by any ruler—who in his childhood regarded cones in no other light than as objects of botanical curiosity! What I say of a boy is, that he ought to be thrashed. My notion of education—and I believe the British nation will bear me out in what I say—my notion is that we ought to have a decidedly uncomfortable school room—very hot—a good dizzy, sleepy place, with lots of repetition of the

same thing, to insure monotony—and that the children should learn by heart every day a certain quantity of print out of school books.

That they should show that they have learned it by repeating it before their teacher, who must sit down and look big, upon a stool or a chair, and have a cane or ruler on the desk before him. That while saying their lessons, they should stand uncomfortably, and endure, Spartan like, the wholesome discipline of fatigue, blows, bodily fear, and great mental perplexity. That's the way to learn. It's well known. Do'nt we remember that we learnt that way? The teacher who has only to hear whether certain words printed before him are repeated accurately—to detect, perhaps, if he don't mind that trouble, errors in a sum—to direct a writing class—the teacher who can read, write tolerably, add, subtract, multiply and divide with tolerable correctness, and who has the knack of slipping upon the head, with a stern manner, for the sake of being what is called a strict disciplinarian—that's the jockey to manage children.

But those Germans, who write three hundred volumes on the science of teaching for every one we get in England on this subject, think otherwise. In all their states by practice, and in some by special law, the knocking of heads, the pulling of ears, and all such wholesome pleasures are denied the schoolmaster. Flogging is resorted to most rarely. The following is a school regulation of the Government of Austria,—Austria my English friend!

"The teacher must carefully avoid hastily resorting to the rod; he must neither box a child's ears, nor pull or pinch them; nor pull its hair; nor hit on the head or any tender part; nor use any instrument of punishment than a rod or stick; and that only for great faults. Even this kind of punishment may only be resorted to after having obtained the consent of the Landrath, and of the parents of the child and in their presence."

Educational Meetings.

JULY, AUG'T., & SEPT'R.

IN accordance with the 23rd section of the Act for the encouragement of education, Educational Meetings will be held in

Glencelg. on Thur, July 31, at 11 a. m.

Antigonish, Thur, August 7—same hour.

Geysboro' Tuesday Aug. 12—same hour

Arichat, Tuesday Aug. 19—same hour

Sydney, Mon. Aug. 25—same hour

Forks of Margarie R., Sept. 4—same hour

Port Hood, Monday Sept. 8—same hour

A Teachers' Institute will be held in Sydney, on Tuesday, Wednesday and Thursday, August 26, 27 and 28; and in Port Hood on Tuesday Sept 9. Teachers from a distance will be aided in paying the expenses of attendance.

Schools will be visited and evening lectures delivered by the Superintendent in places not visited in his tour of last year.

J. W. DAWSON.
Supt. of Education.