

NEW BOOKS.

WE have received a copy of the *THE TEACHER'S TEXT-BOOK*, by Rev. Alexander Forrester, D. D. This is a work of some six hundred pages, and is from the press of Mr. James Barnes of this city. The workmanship is excellent. Dr. Forrester has in this work placed within the reach of our teachers the only elaborate treatise on public education ever written in British America, and one that will bear favorable comparison with the productions of older countries. Owing to the pressure of other duties we are obliged to defer, to a future day, an examination of the educational principles propounded by Dr. Forrester, and of the adaptedness of the means proposed by which the whole complex process of education is to be carried on and carried out to a successful and triumphant result. In the mean time we would advise every teacher to procure a copy of the *Text-Book*. It will form a valuable addition to any teacher's library. All may not be able to agree with the author on every point, but the views of one who has been for fourteen years laboriously at work in the educational field, are entitled to consideration,—and the more so that those years of service have been rendered in connexion with education in Nova Scotia.

The *SCHOOL GEOGRAPHY OF THE WORLD*, by J. B. Calkin, Esq., is in press, and will probably be ready by the first of May. The work will contain superior maps, and will be finely illustrated. The delay in issuing this important text-book will, we trust, ensure a high degree of excellence in the work.

The *SCHOOL SINGING BOOK*, by Mr. L. W. Williams, Professor of Music, is also in press, and will probably appear in April. As vocal music is beginning to be taught in all the best schools of the Province, a suitable school manual is greatly needed.

PROVINCIAL AID TO EDUCATION.

OUR readers are aware that the school year, ending October 31, 1867, was the first in the history of this Province in which the Provincial Grant was paid to teachers according to their class of license and the time employed, without regard to the County or District in which they taught. The definiteness of this plan commended it to every friend of popular education. A good many teachers, however, were fearful that the new mode would yield a less sum for teachers. The following comparative statement will show that their fears arose from an imperfect knowledge of the data upon which the Superintendent of Education based his urgent recommendations to the Legislature. Under the old principle of distribution the growth in the number of schools and grade of teachers diminished the amount of grant to each teacher; under the present, it increases the aggregate grant from the Province:

SUMMARY OF PROVINCIAL GRANTS FOR EDUCATION.

| | School year 1866. | School year 1867. |
|--|-------------------|-------------------|
| 1. Paid Teachers of Common Schools. | \$82,439.27* | \$97,846.57 |
| 2. Grant Superior Schools. | 7,200.00 | 7,200.00 |
| 3. " Co. Academies. | 6,600.00 | 6,600.00 |
| 4. " Normal and Model Schools. | 4,215.00 | 4,215.00 |
| 5. " Books and Apparatus. | 4,885.72 | 13,600.00 |
| 6. " Inspectors (including allowances for postage, stationery and printing, &c.) | 8,752.64 | 10,612.01 |
| 7. " Examiners. | 1,583.44 | 1,317.17† |
| 8. " Travelling expenses Teachers to and from Normal School. | 514.85 | 877.30 |
| 9. " Expenses of School Commissioners. | 285.05 | |
| 10. " Colleges and Special Academies. | 12,600.00 | 13,766.66 |
| 11. " Printing, Postage, Returns, Registers, &c. | 1,879.00 | 3,780.35 |
| 12. " School Prizes. | | 1,800.00 |
| 13. " Salaries and Travelling Expenses. | 2,200.00 | 2,400.00 |
| Total. | \$135,452.56 | \$164,015.06 |

* The law enacted in 1865 provided a Grant of \$90,000 to teachers; but it also provided that this sum should bear no less than \$5,180. of item 6 of the above table. The law also gave the Board of Commissioners power to appropriate, from the same grant, sums in aid of school-houses in poor sections. (Similar aid is now given from undrawn Superior School grants.) Item 9 was, though not authorized by law, deducted from the teacher's grant. These deductions left the amount stated in the table, as the actual sum paid to teachers in 1866.

† For April Examination, \$841.17; for October Examination, (under the new Regulations) \$476.

RE-EXAMINATION.

IT will be seen by the report contained in another column, that the new mode of Examination was brought under consideration in the recent meeting of the 'Teachers' Association, and that after a full and exhaustive discussion of the matter, in all its bearings, an overwhelming vote of the assembled teachers was given in approval of the change. Indeed, so great was the unanimity in reference to the essential features of the new method, that it was only on the minor question of Re-Examination that anything like a debate arose. This fact is at once creditable to the intelligence of those composing the Association, and encouraging to those through whose exertions the new system of examination was inaugurated.

To our mind the question, whether licenses issued under the former system should be retained as valid, without limitation as to time under the new system, hardly admits of diversity of opinion. What was the chief objection against the old method? The lack of uniformity. The whole business of licenses was in confusion. We had thirty-five Boards of Examiners, each of which had its own standards and tests, necessarily different from all the rest. The consequence was that we had of necessity thirty-five grades of each class of licenses. To remedy this confusion the new system was adopted. Now, if the former licenses were retained in force, not only would the chief object of the change be defeated, so far as the present generation of teachers is concerned, but the confusion would have been increased by the addition of one more grade to the thirty-five already in existence. That is, we would have a change of law, not only defeating its own end, but absolutely intensifying the evil it was designed to remove.

Then, again, the standard of attainment insisted on for each class under the new mode, probably is somewhat higher than the average of the former standards,—certainly very much higher than the standards applied in some counties. Persons licensed under the new law would therefore stand at a disadvantage by the side of persons of the same attainments licensed under the old. Not receiving a license of so high a class, they would receive a less allowance from the public funds. The new law would thus inflict a penalty on those conforming to it. A teacher having laboured hard and spent his means in qualifying himself for a license of the 1st class under the amended law, having received it, would have to face, in the matter of salary, a competition with persons holding the same grade of license, whose preparation for the work had been less labourious and less expensive, and who could consequently afford to accept a salary correspondingly lower. The disadvantage would be greater from the fact that both would receive the same amount from the public funds. The competition being thrown wholly on the part of the salary raised by the Section, the inferior teacher, leaning on the public funds for a larger proportion of his salary than the other, could entirely underbid him in the negotiation with Trustees.

Plainly, therefore, there was no alternative but to cancel the old licenses. The Council, in taking this step, was well aware of the great inconvenience it would impose on the teachers of the Province. Yet it was felt that greater inconvenience and injury to the profession would result from pursuing a contrary course. If the new mode is superior to the old, let all share its burdens and its benefits equally. The hardship of re-examination is lessened by the knowledge that it is once for all. In the former condition of affairs, a teacher passing from one of the thirty-four districts into another, was subject to re-examination. That has now ceased forever. And though the change may be productive of hardship in individual cases, each should bear, without murmuring, what is for the common good. Moreover, the blame of the hardship belongs properly to the defects of the old *regime* and not to any unnecessary severity in the new. It is not that the new is too exacting, but that the old was unequal, and not to be prolonged farther into the new condition of affairs than is absolutely necessary.

We heartily endorse the resolution of the Association with reference to enforced re-examination of persons licensed under the present law. Till forfeited by incompetency or immorality, the license issued under the seal of the Council should entitle its holder to the rank it confers at the outset, so long as he or she chooses to remain in the business and practice of teaching.