

of Superintendent of Education and Principal of the Provincial Normal School.—During his pastorate of Chalmers Church he visited, on behalf of the Colloge, nearly every congregation of the Free Church in Nova Scotia, P. E. Island, New Brunswick, Cape Breton, Bermuda, and Newfoundland. Returning from Newfoundland, he suffered shipwreck, and had a narrow escape from a watery grave. It is to his ceaseless exertions, in connection with two or three other gentlemen, that the success of the Professorial Fund is to be mainly attributed.

Space will not permit us to speak as we would like of his prodigious labours in connection with Education. Here he was in his proper sphere. Every part of the work was congenial. Under his control the Normal School at once became a power in the land, and far more than realized the expectations of its most sanguine founders and friends. Students flocked in large numbers from all parts of this Province, and from other Provinces. The "training system," as elaborated and expounded by the Doctor, took a firm hold on the rising mind of the country. Teaching as a Science and as an Art became rightfully ennobled in the eyes of the public. The good fight went on step by step till the crowning triumph came, of FREE SCHOOLS open to every child in Nova Scotia, and a fair supply of trained Teachers for these schools. This was the consummation for which Dr. Forrester laboured with unflinching zeal, self-sacrifice, patience, and indomitable courage for long years. It was in this noble struggle that his head became whitened before the time with the snows of age—that health was undermined, and a sturdy constitution broken. His crowning work was the *Teacher's Text Book*—a volume that has commanded the admiration of the foremost Educationalists in Great Britain and Canada, as well as here.

On the passage of the present Education Act, Dr. Forrester was relieved from his position of Superintendent of Education, and had his attention devoted to his duties as Principal of the Normal School.

He was the zealous and enlightened friend of improvement in every field.—The first Provincial Exhibition was, to a large extent, his *idea*, and his work. He was an intelligent agriculturist. He attached great importance to the physical sciences. His knowledge of botany, geology, and mineralogy was extensive. He was well read in the science of mind, in history, in theology. Indeed the range of his attainments and accomplishments was remarkable, and was the result of a great deal of hard and unremitting study. For the greater part of his life he was in his study before four o'clock every morning.

When Dr. Forrester ceased to be a Pastor he did not cease to be a laborious minister of the Gospel. He preached almost every Lord's Day, and never lost an opportunity of proclaiming from the pulpit the truth by which he himself lived. Ministers of all denominations in many different parts of the country have received willing aid from him. Although a thorough Presbyterian he was no sectarian. He was a firm friend, and a loyal, and large-hearted supporter of Evangelical religion.—There is probably no other minister in Nova Scotia whose face has been seen and whose voice has been heard by so many of our people.

He will long be mourned and missed. The blank in Truro will prove irreparable. To ourselves his departure is a bereavement peculiarly severe. For seven years after he came to this country his relations with the *Witness* were of the most intimate character. Much of its power for good was due to his prolific pen. And through all the years that have passed since 1855 we have seen nothing of Dr. Forrester as a public man or as a private christian, but what we cordially approved, admired and loved. The tribute which private affection must pay is not for the public gaze. But others in every village and hamlet in Nova Scotia will sympathise more or less in the sorrow which is called forth by a stroke which is at once a personal bereavement and a public calamity.

A MEMORIAL STONE.

THE labours by which the late Dr. Forrester became most widely identified with the public interests of his adopted land were rendered in connection with our Common Schools. The Teachers of Nova Scotia can not repay the laborious discharge of duties undertaken by him in their behalf, but we trust they will claim the privilege of marking their esteem and gratitude for the great services which he rendered not only to the cause of popular education, but especially to the teaching profession throughout the length and breadth of Nova Scotia. By his instructions at Truro, by his labours on the platform, by his pen as editor of the *Journal of Education and Agriculture*, and as author of the *TEACHER'S TEXT BOOK* all the members of the profession have been largely benefited.

It seems to us that no more fitting public testimonial could be provided than the erection of a memorial stone in the Cemetery at Truro. We think that it is only necessary to suggest

this to the teachers of Nova Scotia, in order to secure a suitable memorial. We are sure that each Inspector will be pleased to receive the subscriptions of the Teachers in his county. A dollar from each Teacher in the Province would, we think, be sufficient. The value of such a memorial would be greatly enhanced if all the Teachers contributed something towards it, however small the amount.

We would suggest that those teachers who desire to contribute to this object, should hand their subscriptions to the Inspector as early as possible, in order that when the Educational Association meets at Christmas, the total amount may be known, and measures at once adopted to secure the erection of the memorial. A list of the subscribers will be duly published in the *JOURNAL*.

THE TEACHER'S TEXT BOOK.

IN calling the attention of Female teachers, members of the Educational Association of Nova Scotia, to the notice which appears on the last page from Mr. Parsons, we wish to inform teachers generally that the edition of Dr. Forrester's work will soon be exhausted. It was the purpose of the author to condense the work, and to issue a revised edition. But death came too swiftly. We would advise those teachers who have not yet procured the book to do so at once. If they delay, it may not be possible to purchase it.

BEQUEST TO THE PROVINCIAL NORMAL SCHOOL.

ONE clause in the will of the late Dr. Forrester is as follows:—
"My Library of Literary and Scientific Books, with cases of minerals, Shells, Herbarium, &c., I herewith bequeath to the Provincial Normal School." The *Truro Mirror* states that this bequest includes "between three and four hundred volumes, mostly standard works, together with an almost endless number of magazines, reviews, papers, etc., also a variety of maps, charts, and diagrams, as well as a quantity of botanical, geological and zoological specimens, with numerous shells, fossils, etc. This is a bequest worthy of the honour, and will long be preserved with the utmost care, as well for the sake of the giver as for the intrinsic merit of the gift itself."

W. R. Mulholland Esq, has been appointed Principal of the Provincial Normal and Model Schools, in place of the late Dr. Forrester.

ORAL LESSONS ON GRAMMAR.—CLASSIFICATION.

III.

WE shall suppose the children can point out nouns and verbs without difficulty. The Adjective may appropriately be taken next.

Children, you see what I hold in my hand. *An Apple*. I will give it to John, and I will write upon the board, *John has an apple*. Can you tell me what kind of a word *apple* is? *It is a noun*; because *it is a name*. See now if you can tell me anything about the apple. *It is red*. Are all apples red? *No, some are green and some are yellow*. Name something else that is red. *A strawberry—Jane's dress—John's neck-tie*. What more can you say about this apple? *It is round and hard*. Taste it. *It is sour*. We will write these words in the sentence. Where shall I place them? *Before apple*. *John has a red, round, hard, sour apple*. Now suppose I take the apple from John, will he have the red, hard, round, and sour? *No*, because these words *do not mean things*, but *what kind of an apple it is*; yes, or qualities of the apple, and must go with it. So if I take away the word *apple* from this sentence, the words *red, round, hard, and sour must be taken away too*.

Read what I have written. *James found a small, black—*. What did James find? Well, Mary? *It wants another word*. What for? *We do not know what James found*. Do you know anything about it? *Yes, we know it is small and black*. You do