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FOR THE PROVINCE OF NOVA SCOTIA.

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EDUCATIONAL.

OUTLINE OF THIS DEPARTMENT.

There are two aspects in which almost every subject may be regarded, the theoretical and the practical; and these are the aspects in which, in the subsequent pages of this Journal, it is proposed to consider the vastly important work of the Education of the young. And surely, we need scarcely remark, that in using the term *theory* we do not mean it to be understood in the bad sense in which it is sometimes taken, as if we were dealing in the visionary phantoms of a feverish imagination, or in the speculative dreams of the closet; but simply as pointing out the *science* of education, as distinguished from the *art*,—the principle, from the practice. Neither, we trust, need we say, that in thus allotting a separate heading to these terms, and discussing them accordingly, they can or ought to be divorced. On the contrary, we hold that they mutually illustrate one another, and stand in the same relationship to each other as the stream of water does to the fountain, or the branch of a tree to the trunk. Our main object in considering them apart is, if possible, to rid them of all ambiguity, and to impart greater clearness and definiteness to our thoughts.

Under the *theory* then, we shall embrace all that appertains to the nature, the philosophy, the essence of education; what, over, in short, falls under the legitimate answer to the ques-

tion, What is Education? This will naturally lead us into a wide field of observation, and involve the consideration of animal physiology, of intellectual and moral philosophy, as constituting alike the basis and the *rationale* of the education of the body, intellect and conscience, in all their intrinsic worth, reciprocal dependence, and mutual relationship.—This too may occasionally conduct us to controversial ground; and whilst we shall not shrink from a candid avowal of our views and sentiments, we shall, we trust, be enabled to do so in the spirit of moderation, equally removed from selfish dogmatism on the one hand, and from bitter acrimony on the other, and desiring to bring all to the bar of enlightened reason, of sound principle, and of tested practical experience.

Under the latter head—the *practice*, we shall have an equally broad field to travel over. Here we shall have occasion to discuss all that belongs to the *modus operandi* of education, the *How*, the *Who*, and the *What*. Under the *How*, or the *Mode*, we shall consider such subjects as these;—school premises, the organization and the government of schools, the various systems of education, in so far as their inner-life is concerned, the branches of learning in the more elementary and in the more advanced schools, and their practical application, so that the system adopted shall, in its essential features, characterize and pervade the whole, from the Alphabet up to the highest departments in Classics and Mathematics. Under the *Who*, will fall all that belongs to