

THE

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

POSTAGE.

TRUSTEES and Teachers will bear in mind that by the new postage law the JOURNAL OF EDUCATION passes through the mails FREE of postage till December 31st, 1868.

RESULTS OF EXAMINATION.

ALL candidates examined at the March Examination will receive, by post, a full report of the estimates placed upon their papers by the Provincial Examiners. All such memoranda and all Licenses will be mailed to the P. O. address given by candidates at the Examination. If any candidates wish the above forwarded to any other address, they must apply to the proper Post Office. The Education Department cannot undertake to send to any other address than that given in the Deputy Examiner's Report. Teachers already employed, who shall receive licenses of a grade in advance of that previously held, will be entitled to the increased Provincial Grant from May 1st,—the beginning of the new Term.

WE have received \$8 from Mr. A. McKinnon, teacher of the public school at Belleisle, Granville, in aid of the distressed fishermen; also from Mr. Greenough, teacher of Renfrew school, \$6. The above sums were the proceeds of very interesting entertainments given by the schools.

THERE are 121 teaching days in the School Term ending April 30th.

THE TEACHER'S TEXT-BOOK.

THE following notice of the Rev. Dr. Forrester's work is from the *London Weekly Review*:—

"It is really gratifying to mark the energy with which the friends of educational improvement are prosecuting their work in Nova Scotia. They have for some years commanded the attention of educationists in this country. While we have been allowing our Normal colleges to struggle with difficulties which have seriously impaired their efficiency, no pains have been spared to make this central institution in Nova Scotia worthy of the colony.

The "Teachers' Text-book," a large volume of more than six hundred pages, in which all that is of greatest practical value is discussed with remarkable enthusiasm and ability, is, of itself, an indirect yet satisfactory evidence of the earnestness with which the mental, moral, and social elevation of the people is promoted. This text-book is the fruit of lectures delivered to the Normal students, and is intended to guide those who have not attended training classes. It is divided into three books. The *first* discusses the Nature of Education; the *second* the Science of Education; and the *third*, the Art of Education. The volume is most interesting and instructive. It will, doubtless, be welcomed not only by teachers, but by those also who seek by sound legislation to increase our national security.

It is no slight testimony which this volume bears to the importance of the training system of David Stow. "We have already expressed our obligation to Stow, the great pioneer of all modern improvements in the inner life of education. Within these ten years we have visited the most celebrated Normal Schools in the United States of America, in Canada, Britain, and on the Continent of Europe, as the best exponents of method, and yet, notwithstanding the reluctance of a few to give honour to whom honour is due, nowhere have we met anything, in theory or practice, the germ of which is not embedded in Mr. Stow's training system, and that simply, we apprehend, because that gentleman received all his lessons in the school of experience, and sat a close and humble student at the foot alike of nature and revelation." And Dr. Forrester adds, what our own experience confirms, that he has "seen but few schools indeed, professedly conducted on the training system, where anything like justice is done to that system in its leading peculiarities, as laid down by its distinguished four-

der." The principles of Mr. Stow he has "endeavoured to systematise and elaborate, both in their theoretical and practical bearing." "This has been our aim," he says, "and if we have succeeded in reducing these views to a more systematic form, or in adapting them to the external circumstances of these times, and thereby commending them to the calm and earnest consideration of our fellow-labourers in the educational field, we have our reward."

While the author has kept this object generally in view, he has very carefully discussed collateral topics—there is, indeed, scarcely a question of any practical value which does not pass under thoughtful review, and there is no one interested in the progress of public instruction who will not find in the volume some invaluable expositions of the history, theory, or applications of physical, intellectual and moral training.

Although the esteemed author has entered, we think, too minutely into some sections of the "Science of Education"—as, for example, in the physiology of the human body, and in that, also, of the human mind, and has discussed with too elaborate fulness the "Art of Education," this may be necessary to a country in which teachers cannot be supposed to have such easy access to professional books as in Britain. The work is, on the whole, the most vigorously-written and most instructive which has recently appeared, and should be in the library of every one who desires to promote national education in its highest and most effective forms."

From the Scottish American Journal.

"For the last ten odd years—since the author's appointment as Chief Superintendent of Schools for Nova Scotia—he has grappled with education in all its phases and bearings, and in the fine treatise before us we have the results. We have gone over the whole ground with him and are free to say that we never felt ourselves in safer hands. Dr. Forrester is certainly no sciolist, but has made the whole field his own by the most minute, laborious and conscientious study. He does not halt where so many stop, in merely developing the body and whetting the intellect; but holds that the whole complex nature of the child, body, soul and spirit, should be educated so as best to do the work of the passing hour to God and man. This is the chief feature of the book. We could name several writers who have treated special departments with greater ability; but here we have all that is best in the best writers wrought up into one whole by a masterly plastic hand. We congratulate the teachers in Nova Scotia in having such a wise counsellor and able friend in Dr. Forrester. We were well acquainted with the state of schools in that Province at the time Principal Dawson undertook to organize a school system there—a most arduous task. But it was reserved for the author of this work to complete what was begun by Principal Dawson in the establishment of a Normal School at Truro and the better organization of schools in the several counties. Scotsmen may well be proud when we state that the interests of education in the Dominion have been entrusted to such men as Rev. George Young, Dr. Ormiston, and Dr. Forrester. Were we reviewing at length we certainly would take exception to a few things. Yet we know no work on education we would so heartily put into the hands of the young teacher. We are sorry its circulation will be limited, for some time at least, from the fact of its having been brought out in the Dominion. We find it next to impossible now-a-days to get a book from Canada."

You have been bred in a land abounding with men, able in arts, learning, and knowledge, manifold, this man in one, that in another, few in many, none in all. But there is one art of which every man should be master, *the art of reflection*. If you are not a thinking man, to what purpose are you a man at all? In like manner, there is one knowledge, which it is every man's interest and duty to acquire, namely, *self-knowledge*: or to what end was man alone, of all animals, endued by the Creator with the faculty of self-consciousness? Truly, said the Pagan Moralist,

e caelo descendit, Gnothi seauton.

But you are likewise born in a Christian land, and Revelation has provided for you new subjects for reflection, and new treasures of knowledge, never to be unlocked by him who remains self-ignorant. Self-knowledge is the key to this casket, and by reflection alone can it be attained. Reflect on your own thoughts, actions, circumstances, and—which will be of special aid to you in forming a habit of reflection,—accustom yourself to reflect on the words you use, hear, or read, their birth, derivation and history. For if words are, not things, they are living powers, by which the things of most importance to mankind are actuated, combined, and humanized.—*S. T. Coleridge.*