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DEVOTED TO THE INTERESTS OF TEACHERS.

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## New Brunswick Journal of Education.

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All remittances should be sent in a registered letter, addressed "JOURNAL OF EDUCATION, St. John, N. B."

### TO A FEW OF OUR READERS.

The words that follow are intended only for a few of the readers of the JOURNAL. We have made a beginning this year in establishing a paper that has been of the utmost benefit to teachers, in giving them practical help in improving their schools. The price of the JOURNAL was put at the low figure of fifty cents—a sum that every teacher could afford. It would have been an impossibility to publish the paper at this rate had not a liberal advertising patronage been extended to it, and had not stock been subscribed to help it at the beginning. The paper has been sent to over a thousand teachers regularly every fortnight. Not more than a dozen have refused to take it. Fully 800 teachers have already generously responded to our call to pay their subscription. Some have sent in a two years' subscription. Many have sent hearty words of encouragement with their remittances. These evidences of good will toward the JOURNAL have been most cheering and satisfactory to the editors. But there are a few of our readers from whom we have not heard. The small amounts that they owe are needed to carry on the paper. We feel assured that in not one case is there an inability to pay the small subscription price. The inconvenience of sending has, in the majority of instances, led to delay, and the matter has been put off until a more convenient season. Will our readers kindly attend to this notice and not put us to the expense of sending postal cards reminding them of their indebtedness?

Subscribers may remit postage stamps if more convenient to do so. Some subscribers have recently sent us one dollar to pay for this year's subscription and the next. In answer to enquiries whether the publication of the JOURNAL will be continued after the first year, we may say that we hope to continue it, brighter, freer, and in every respect better suited to the wants of teachers than it is at present.

If our teachers are progressive and are resolved to do better teaching day after day, they cannot do without a progressive educational paper. No matter what other educational papers you take, the JOURNAL should receive your hearty support. Its progress and efficiency, fellow teachers, should be an indication of your own increased efficiency. Teaching is a work that demands skill of a high order. That skill can only be attained by constant effort, by reading and studying upon educational methods and then honestly and patiently striving to carry out these methods to secure better results. There is no standing still

in teaching. The teacher who does not advance deteriorates. A great aid to better teaching is a live, progressive educational paper. Assist to make the JOURNAL such a paper. Speak a good word for it and introduce to the notice of those whom it is designed to help, write for it, and—pay for it.

THERE appears to be a scarcity of first-class teachers of both sexes. The supply seems at present to be about equal to the demand, but the prospects are that in the near future these teachers will be at a premium. We are informed that several advertisements for such teachers elicited but one or two responses; and in one or two cases difficulty was experienced by the trustees in obtaining first-class teachers. We hope that our progressive teachers will mark this and hasten to qualify themselves to fill these positions which of course are the best in the Province from any point of view.

Second-class teachers are in good demand, the supply at present being slightly in excess of the number required, while very many third-class teachers are out of employment. We think that salaries have an upward tendency and that with the improved prospects of business throughout the Province the teacher's remuneration will advance. So many free lances in the shape of third-class teachers out of employment cannot fail to keep the salaries down, as in many cases they are willing to make any terms rather than remain out of employment. Some boards of trustees are very ready to take advantage of this, and if they do not employ them are ever ready to quote to other applicants their figures.

We hope that at the coming session of our Provincial House that legislation will be made to enable country districts to assess all property within their bounds. We have referred to this matter before and cannot understand how any important interest can be affected by the change. The matter was brought to the notice of the House last winter by Mr. Ellis, and we hope the matter will again come before it.

THERE is an idea prevalent in some places that the Board of Education intends to withdraw special aid from the "poor districts." This is not the case as far as we are aware, but the intention is to equalize the grants in a greater degree—to put on the list those of low valuation and take off those exceeding a certain limit.

We regret to learn that the brick school building in St. Stephen was recently quite seriously damaged by fire. The loss is fully covered by insurance. The Board with great promptness caused repairs to be made and only a few days were lost by the pupils.

The building as far as its internal arrangements are concerned is one of the finest in the Province.

In the *Bookmart* for February a department has been inaugurated devoted to Shakesperian and the older English dramatic literature. It promises to be very interesting, judging from the present number which contains much that is of value to Shakesperian students, as hitherto unpublished letters, criticisms, &c. The *Bookmart* is published at Pittsburg, Penn.

### RECESS OR NO RECESS.

The question of recess or no recess in schools is discussed in the *Teachers' Institute* by Supt. Cole of Albany, N. Y. The question is one in which the school and its surroundings must be taken into consideration before a solution can be reached. If a school-room is without proper means of ventilation, is badly lighted and ill-heated, a mid-session recess is a necessity. On the other hand, if the room is well ventilated, and sufficiently lighted and heated, Supt. Cole thinks that the recess should be done away with and the session shortened for the following reasons:

First: The healthfulness of school life will be promoted: By preventing exposure to inclement weather. By avoiding the danger of the sudden return of children glowing with exercise, to rooms whose temperature is lowered by the opening of doors and windows. By reducing the liability to injury from accidental collisions and rough play. By giving through shortened sessions a longer play period every day.

Second: The working time of our schools is materially lengthened. The time lost in passing to and from recess is gained for study or recitation. The moments spent in preparing for recess are gained for school-work. The moments spent in recovering from effects of recess are gained for school-work.

Third: The new plan promotes good order and simplifies discipline, for one-half the cases of disorder arise during general recesses.

Fourth: The opportunities for exercising petty tyranny are curtailed.

Fifth: The tendency of noisy recesses to form harsh strident voices is removed.

Sixth: By abolishing the general recesses the opportunities of moral contamination are reduced to a minimum.

Seventh: The longer interval between the two sessions serves family convenience. Dinner carriers perform their office without losing recitations.

Eighth: The earlier hour of closing in the afternoon preserves eyesight.

Ninth: The continuity of an unbroken school session tends to concentrate thought upon lessons, and to the formation of habits of study.

More considerations might be added, but the above will suffice. What are the results of experience?

After five years of trial in Albany, Rochester, Troy, Cohoes, Newburg, and numerous other places in New York and other states, the unanimous report is that no considerations yet presented would induce the school authorities to return to the old practice of mid-session recesses.

The Albany time table is A. M. 9-11.30—P. M. 1.15—3.30. No general recess, but the fullest liberty of individual recesses.

Mr. E. H. Cook, of Potsdam, N. Y., says, and we perfectly agree with him, that systematic habit results in three great essentials of mental culture—*a.* Careful observation; *b.* Clear reflection; *c.* Correct expression.

TO ATTEMPT improving, by increased knowledge, a man who does not know how to make use of what he already has, is like seeking to enlarge the prospect of a short-sighted man by taking him to the top of a hill.