

THE NEW BRUNSWICK

JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. I.

SAINT JOHN, N. B., AUGUST 19, 1886.

No. 6.

New Brunswick Journal of Education.

SAINT JOHN, N. B.

Published every fortnight from the Office of Barnes & Co.

SUBSCRIPTION PRICE, . . . . . 50 Cents.

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

We publish in another column the Entrance Examination Papers to the Normal School. These, with the results that are published in another column, are suggestive. The fact that more than one-half the applicants for admission failed to pass the examination successfully, without being conditioned, is deserving of attentive regard on the part of instructors. The papers are, perhaps, a little more difficult than those usually placed before the students that enter our Normal School; but when it is remembered that the term is short, so that little or no time can be given to the general subjects of a school curriculum, it will be seen that the attainments of students in these branches, when they enter, should be sufficient to enable them to pass examination for license. The Grammar and Superior Schools, throughout the Province, should be in a position now to give this training, leaving to the Normal School its proper function—the teaching of principles that underlie the science and art of education. Were more expected of our schools, in this respect, we believe it would be a stimulus to teachers and schools to perform successfully the work expected of them. This teaching of professional work, if any results are expected from it, should at least occupy the greater portion of the term. The following, from the pen of Dr. Edward Brooks, although written some years ago, on the work done in the Normal Schools of Pennsylvania, is worthy of our consideration at the present juncture:

"The professional course is regarded as the peculiar and essential feature of the Normal School. It is the central idea of the institution, that around which everything else must revolve and from which it derives form and inspiration. To this course everything else is preparatory and subordinate. Learning to know elsewhere with the incidental observation of distinctive methods, the pupil enters this course to learn to teach. Knowledge acquired elsewhere is brought here and examined, not in the light of the student, but in the light of the teacher. The question is no longer, How shall I acquire? but, How shall I impart? Pupils enter this course to learn the laws and methods of culture and instruction, the relation of the different branches of study to the mind, and the method by which knowledge should be imparted and the mental faculties developed. It is the keystone of the arch which gives power and strength and completeness to the entire work.

The professional course of the Normal School includes two distinct departments: the Theory of Teaching and the Practice of Teaching, or, as we may state in more modern phrase, the Science of Teaching and the Art of Teaching. The Science of Teaching, as determined by a correct view of education, embraces three things:

- 1. A knowledge of the powers of man and how to train them.
2. A knowledge of the branches of study and how to teach them.
3. A knowledge of the methods of organizing and managing a school.

A complete view of the Normal School course in the Science of Teaching is presented in the following outline:

- 1. Methods of Culture.
2. Methods of Instruction.
3. School Economy.
1. Nature of Man.
2. Nature of Culture.
1. Nature of Knowledge.
2. Nature of Instruction.
3. Teaching each Branch.
1. School Preparation.
2. School Examination.
3. School Employment.
4. School Government.
5. School Authorities.

This schedule presents an outline of a course of study in the Science of Teaching which occupies a year and a half in our Normal Schools. In my own school the subject of School Economy is taken up the latter half of the junior year, and the other two branches are begun at the beginning of the senior year, one running twenty-six weeks, and the other occupying the entire year; besides this there is instruction in the first half of the junior year, continuing sometimes two and three years. The same is substantially true of all the schools in the state."

WHAT IS A UNIVERSITY?

In a recent address before a Harvard University Society Prof. Daniel C. Gilman, President of the John Hopkins University, endeavored to answer this question, and his remarks are worthy attentive consideration on the part of those engaged in higher education. "Among the brightest signs," he thinks, "of a vigorous university is zeal for the advancement of learning. The processes by which knowledge is increased are very slow. The detection of a new asteroid, the correct measurement of a lofty peak, the discovery of a bird, a fish, an insect, a plant, hitherto unknown to science would be but trifles if each new fact remained apart from other facts, but when among learned men discoveries are brought into relations with familiar truths, the group suggests a law, the law an inference, the inference an experiment, the experiment a conclusion, and so from fact to law and from law to fact, with rhythmic movement, knowledge marches on, while eager hosts of practical men stand ready to apply to human life each first discovery." Investigation and the application of knowledge, of course, is not confined to universities, nor does Prof. Gilman claim that it is, but he claims that where learned men are associated for mutual assistance and research their power is felt over the whole world.

The universities are the natural conservators of experience and especially of educational experience, hence, Mr. Gilman argues that in a better state of society means will be found to make the men of learning in a given generation responsible for the systems of primary teaching. Upon text-books, courses of study, methods of discipline, the qualifications, the value of rewards, honors and examinations, the voice of the universities should be heard. Many would be disposed to resent the interference of universities in common school education, especially in some of the above-mentioned subjects, but the wisest men only should be entrusted with authority in such matters, as tending to avoid confusion, uncertainty, and other results of inexperience.

The discovery and development of unusual talent is another of the offices of a university, no matter where the men are produced, either in the

higher or lower walks of life. Devotion to literature will always distinguish a complete university. Never was Shakespeare read and studied as he is to-day. Never was the Bible so widely read; and in this the power of the universities is felt. There is an idea abroad that knowledge and inquiry are hostile to religion, that the object of science is to undermine true religion; but the true tendency of scientific study is to exalt Christianity. "Who knows," says Dr. Dollinger in an address before the university of Munich, "but that Germany may remain confined in that strait prison, without air and light, which we call materialism? This would be a forerunner of approaching national ruin. But this can only happen in case the universities of Germany, forgetting their traditions and yielding to a shameful lethargy, should waste their best treasures. But no, our universities will form the impregnable wall ready to stop the devastating flood."

The maintenance of a high standard of professional learning is another requisite of a university—to bestow first a liberal education as a foundation to professional studies, and finally another merit of a university is the cultivation of a spirit of repose. To quote the words of a man of great experience in public affairs the university should be "the best place of education, the greatest machine for research, and the most delicious retreat for learned leisure."

President Gilman's idea of what a university ought to be commends itself for its breadth and the exalted position he would give to trained intellect. It is progressive,—and if his ideal is too lofty to be realized in this century on this side of the Atlantic, there is much in it to stimulate the higher education. The address, which is published in a recent number of Science, is worthy an attentive perusal. The closing paragraphs contain suggestions that might be profitably acted upon, in a small way, in this Province. We should look for the liberal endowment of universities to the generosity of wealthy individuals. Great gifts are essential, and consequently those who in the favorable conditions of this fruitful and prosperous land have acquired large fortunes should be urged by all the considerations of far-sighted philanthropy to make generous contributions for the development of the highest institutions of learning. There is now in the golden book of our republic a noble list of such benefactors. Experience has shown no safer investments than those which have been given to learning,—none which are more permanent, none which yield a better return.

The fall term of the Horton Collegiate Academy and the Acadia Seminary, at Wolfville, opens on the first of September, and Acadia College on the 30th September. The advertisements in another column will explain how full information of the courses of study may be obtained. The long list of students for the past year and the admirably arranged courses of instruction are a guarantee of the excellence of these institutions, of which the Baptist denomination of the Maritime Provinces have every reason to be proud.

N. B. UNIVERSITY.—Attention is directed to the opening of the New Brunswick University. Intending matriculants may obtain fuller information by consulting our advertising columns.

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