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addressed "JOURNAL OF EDUCATION, St. John, N. B."**NEW BRUNSWICK SCHOOLS.**

The London *Schoolmaster*, probably the most influential educational journal in Great Britain, is publishing a series of articles on "The Schools of Greater Britain." In its last issue, the rise and growth of the educational system of New Brunswick is reviewed, with a correct and carefully prepared *resumé* of its general plan and workings. Accompanying the article is a sketch of the Normal school building at Fredericton. This account will tend to draw the attention of British educationists to our splendid school system, and show the advantages that our Province possesses in this respect. "New Brunswick," says the *Schoolmaster*, "is proud of its school system, and can bring into the light of day not a few testimonials in its favor. It has been described by the *New England Journal of Education* as 'theoretically the best in America,' and its representatives in London on the present occasion are full to the overflow in its favor. Mr. Eldon Mullin, the principal of its Normal college, is enthusiastic in its praises, having gained his experience as teacher and inspector, besides the position of honor which he now occupies. The progress of its school system cannot be otherwise than interesting, therefore, as the record of an earnest effort to succeed. Very early in the history of the Province it was felt by the government and legislature that the education of the people was one of the duties of the State. In 1802, within a few months after its separation from Nova Scotia, the Province of New Brunswick resolved to make a beginning. The sum of £420 (or ten pounds to each parish) was set apart for the purpose of encouraging and assisting in the establishment of schools in the different parishes of the respective counties. From this small beginning there has been developed, by slow degrees, the present public school system of New Brunswick, claimed by its own official spokesman as one of the most perfect, in its principles at least, to be found in any state or country. It was to be expected that, as the population and the material wealth and resources of the Province increased, greater attention would be given to popular education; but the advancement made in respect to the latter has far outstripped the growth of the former."

Those who have aided in founding and bringing to perfection our excellent system of education will feel a pardonable pride in reading the above extract. It is referred to by two excellent authorities as "theoretically the best in America," and "one of the most perfect, in its principles at least, to be found in any state or country." Are not all who are interested in our educational development stimulated by these words to make the *practical, every-day work* of this system tell to the utmost in its favor, and to produce those substantial results that its most ardent friends and supporters claim for it?

COMPULSORY EDUCATION.

In connection with our remarks on "Compulsory Education," the *Moncton Times* has the following:

It is possible a cast iron rule of the nature suggested would involve hardship in some cases. Moreover an attempt to make attendance a school compulsory might be misunderstood and objected to as an interference with the rights of the people, though compulsory laws have been adopted with good results in some countries. We think the people should see the necessity, without compulsion, of giving their children the benefits of our excellent school system. No doubt, however, there are some parents who are neglectful in this particular, and we fear also that there are many districts well able to maintain schools that refuse to vote the necessary funds. Perhaps a compulsory clause compelling districts to maintain schools at least a certain period in each year would be in order before compulsory education.

A little discussion of this subject, we think, would be beneficial, and we should like to hear the opinion of the press, generally, on the question.

We do not advocate a cast iron system, but one which shall compel each child of schoolable age to attend school a certain fixed proportion of the time. As to infringing on the liberty of the subject, it is now a recognized principle that the state has the right to educate its people. Would it be any more interference to say that children shall attend school than to say every man shall pay to support the schools? The complaint always comes from heavy ratepayers, having no children, "I would willingly pay my school taxes if the children would only attend school, but to see those children in whose interests the law was specially framed, idling about when there is a school provided is very unsatisfactory."

The provisions of the law are sufficient; stringent to keep the school open if any parent having children in the district wishes to have school privileges provided for them. If the people refuse to provide the necessary accommodation there is a provision in the act by which the Board of Education can do it for them. This plainly, then, is not sufficient.

As to the people seeing what is to their advantage, without compulsion, we quote from the 1882 report of John March, Esq., Supt. of St. John schools:

Attendance.—Some particulars in regard to the percentage of enrolled pupils daily present during each term and throughout the school year are given in another place, but the importance of the subject of attendance demands a further paragraph.

The actual number of pupils enrolled upon all the school registers for the winter term was 8,652, and for the summer term 8,319, with a reported total for the year of 4,171. It needs but little consideration to become convinced that this number is far beneath that of the children of schoolable age resident within the limits of this school district.

The particulars of the census of 1881, showing the population by age, has not yet come to hand, but a fairly correct idea can be formed by taking the figures of 1871 and applying to them the family basis as given in the information already published.

In 1871 there were in the city of St. John 5,668 families, and the population between the ages of 6 and 16 years amounted to 6,878. Our schools receive pupils at 5 years of age and provide for them an eleven years' course, so that really these figures from our standpoint ought to be increased to some-

thing over 7,000. In 1881 the number of families had fallen to 5,178, and upon the former basis, the population between the ages of 6 and 16 years would amount at present to 6,281. Add the children between 5 and 6 years and our schoolable population probably numbers somewhere in the neighborhood of 6,500.

The question is pertinent here: "Where during the past year, were the twenty-three or twenty-four hundred children, which constitutes the difference between the attendance as it was, and the attendance as it ought to have been?"

True, many children are not sent to school at such a tender age as five years, from prudential considerations on the part of the parents, and many others are taken from school before they have completed the full course, to start out for themselves into the various avenues of business, whilst others are receiving instruction in private schools, at home and abroad. But, allowing the widest margin for all this, there is reason to inquire again: "Why was not a very much larger proportion—at least a third more—of our schoolable children profiting by the educational advantages which the law and the authorities acting under it, have so liberally provided?" These questions are of grave importance in view of the future interests of our city and country. But there is something even worse, if that be possible, than the fact that so many are entirely oblivious of the well-being of the community in this respect. The school year consisted of 214 days, but the average number of days that the whole enrolment belonged to the schools was but 171, whilst the average days of attendance was but 117.

There was, consequently, a loss by those actually attending school of 138,925 school days during the year. Of this lost time, 38,294 days were reported to be caused by sickness, and 13,428 on account of bad weather. The remaining 87,203 days were lost mainly through preventable causes, were the people only alive to the terrible waste of time and money which such a neglect of attendance produces, to say nothing of the careless and injurious habits which non-attendance is apt to fasten upon the growing youth of the city.

AT THE opening of a new term of the Nova Scotia Normal School, at Truro, a few days since, the attendance was much smaller than that of the past term. This, says the *Truro Star*, may be accounted for in two ways: "First, by the abolition of the D class. This class we always considered an excrescence, and something quite beneath the dignity of the Provincial Normal School; therefore we are glad it is done away with. Another reason which may be given for the small attendance is that the great increase in the number of teachers in the Province of late years, which has caused so much competition as to reduce salaries to an extent that renders the position less desirable. The opening address on the subject, 'The Common School,' was delivered by Dr. Hall Major Muir, Rev. Mr. Cumming, Rev. Mr. Daniel and Dr. Allison all gave words of welcome and sound advice to the students."

THE *American Teacher* gives the following very sensible advice: Despise not your own talent. Most teachers succeed in some department of their work. There is more good teaching than the profession gets credit for. But some teacher who unduly magnifies her own special tact or skill makes other teachers distrust their own worth. While holding yourself ready to learn of any one and every one who has a fresh live idea, do not allow any one to undermine your confidence in yourself. Better be yourself than an imitator. Use the thoughts of others to season your method. Do not permit yourself to be used to season other people's theories.