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WE HOPe that every teacher and school officer who is receiving these first numbers of the JOURNAL, and who has not sent in the subscription price will at once do so. A careful perusal of the initial numbers will convince all that they cannot afford to be without this paper, even at much more than the price asked for it. Realizing this we have continued to send the JOURNAL to those teachers in the Province who have not formally notified us to send it, trusting to them to remit without delay as soon as they shall have returned to their schools after the vacation. Each issue of the JOURNAL amounts to over 1500 copies, and as this entails quite a heavy expense on the management, all who are receiving the paper will see the importance of at once notifying us to continue the paper to their address, with the amount of subscription—Fifty cents per annum—accompanying their request.

As this is the season of the year when teachers are accepting new situations and changes of address are therefore frequent, we earnestly advise them to notify us at once of all such changes, giving us their former as well as their present address, plainly written. Those who from absence may have missed the receipt of numbers that have already appeared, will confer a favour by notifying us at once, so that the missing numbers may be supplied, in order that an unbroken file of the JOURNAL may be preserved. Such communications will receive prompt attention as soon as they are received at the office of publication.

In a late number of *Science*, published in New York, its London correspondent "W" writes on the Colonial and Indian Exhibition. He refers to the remarks of William Lant Carpenter on Educational development in Canada, who has said that:—

"The most perfect scheme of Education was probably that of the little colony of New Brunswick, which was admirably arranged. . . . There was a universal desire in the colonies to realize as far as possible Prof. Huxley's idea that a system of public instruction should be an educational ladder reaching from the gutter to the university."

AMONG THE ADDRESSES at the opening of the recent Educational Institute in this city was one by Mr. I. Allen Jack, D. C. L. Mr. Jack's remarks were in effect that there should be greater attention in our schools to the study and appreciation of the beautiful in nature and art, that the whole idea of education should not be to train boys and girls simply for the pursuits and

business of life, but it is expected even in this age of intense activity, men and women shall have some leisure, and they should be trained to enjoy this leisure, to make it a period of delightful recreation, not of mere animal rest. Mr. Jack concluded a eloquent and eloquent speech by an expression of regret that he could not commence his studies again with such an admirable curriculum and with such teachers as we now have.

As the tendency of nearly all writers and speakers on education is toward the practical it is refreshing to find now and then one who offers a plea for the culture of the taste and imagination, in order that leisure as well as work may be enjoyed in after years by those training in our schools for the duties of life. The tendency of school training is toward the practical, and it is quite proper that it should be so. In this country especially where the large majority have to earn their living, the educational training should be of such a character in the first place as to enable the youth to fulfil the duties they will be called upon to assume. But with Mr. Jack we believe that a training that will include an appreciation of the beautiful in literature, science and art, should go hand in hand with a technical and manual training. At every step of a child's education, a taste for a pure and wholesome literature can be fostered, and the beauties of our finest writers may be pointed out. The natural resources of our country are great, and the beauty of its scenery, the boundless variety to be met with in its mineral, vegetable, and animal life, forms inexhaustible materials for the cultivation of the taste. In drawing and other subjects an appreciation for what is beautiful in art may be fostered, and intellectual life and taste awakened at the same time that sound technical instruction is imparted. We believe that although there may be a few "eminently practical" Gradgrinds among our teachers, yet the tendency is to combine the useful and beautiful in just proportion.

## LENGTH OF TERM AT THE NORMAL SCHOOL.

The next session of the Normal School will begin on Wednesday, the 4th inst., and we hope it will be the last five months' term in the educational history of the Province.

There is a general feeling among teachers, and, we believe, on the part of the instructors at the Normal School as well, that in five months anything like an accurate professional knowledge cannot be acquired. This was recognized some time ago when there was held but one session during the year. No doubt, at the time the change was made from one to two sessions, there were good reasons for so doing, not the least among these being that there was a scarcity of trained teachers, in consequence of which many local licenses of the third class had to be granted, much to the injury of the service. Five month training is better than none at all, but it is entirely insufficient.

There is now no scarcity of teachers; in fact, there are many more teachers than schools. This has caused keen competition, with the result, in many instances, of boards of trustees letting their schools to the lowest bidder. This must have the effect of permanently reducing salaries, as trustees very often make the lowest salary they have ever paid the limit when engaging a teacher. It is much easier to prevail upon them to reduce the teachers' stipend than to increase it. The low salaries paid by many districts at present is as much due to the want of sufficient training on the part of the teachers as to anything else. It is like short-term medical colleges, whose students are turned out to learn wisdom by experience.

The tendency of the age is in the direction of acquiring more and more accurate professional knowledge in all the walks of life. Both medicine and law require their practitioners to take a four years' course before they are adjudged fitted to undertake their responsibilities. Is not the teacher's vocation much more important than either of these? Does it require any less skill and experience? In the Normal College of the State of New York there is a three years' course of training necessary to qualify for a teacher. While our circumstances in this Province are not such as would make a three years' course desirable or practicable, yet we think the time has arrived when we should return to one session a year in our Normal School.

We should also profit by the example of the Ontario Normal Schools by exacting sufficient school knowledge to obtain the class applied for before entering. These subjects should only be taken up at the Normal School from a teaching standpoint, and the final examination should be on professional work only. This is attempted in some degree in Fredericton, but the examinations for the different classes when graduating are vastly different from those when entering. In this way the tone of secondary education would be improved. Many schools measure their success by the attainment of their pupils at the Normal School. Raising the standard of entrance would ensure better secondary schools. Better secondary schools would ensure better paid teachers, and better paid teachers ensures more first-class ones, and greater permanence in the profession.

THE NORMAL SCHOOL of New Brunswick reopened yesterday. It will be a five months' term

THE MOUNT ALLISON LADIES COLLEGE will reopen Wednesday, Aug. 18th, and the Male College early in September. The increasing popularity of these educational institutions is due to the energy and ability shown in their management and to the fact that they keep pace with the educational progress of the times.

IN THIS ISSUE is published Mr. Ganuco's paper read before the Educational Institute. It is worthy an attentive perusal.