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THE superintendent of schools, for the State of New York, says that between three and four thousand public school teachers drop out every year, and that the great majority of the vacancies thus created are filled by the appointment of persons who have little or no experience, and have no intention of teaching permanently. This annual falling off is not peculiar to New York. There is, we suppose, just as large a falling off in proportion in this Province. The evil is a great one. Two remedies seem to suggest themselves, which it will take time and enlightened public opinion to carry out: Pay teachers of skill and experience a living salary; let teachers honor their calling, and strive by every means in their power to elevate it. Then teaching will be a profession worth remaining in.

SALARIES OF COLLEGE PROFESSORS.

In a recent article in *Science*, a comparison is instituted between the work required at the hands of college professors in England and in this country. In the former the salaries paid to leading professors in Oxford and Cambridge are large and even generous, ranging from £1,500 downwards. But a very moderate number of lectures is expected from these professors—ranging from one to four a week—and the number of students in attendance much smaller on an average than in American colleges, thus giving the professors time for study and original research. "It is just here," says *Science*, "that these have a great and manifest advantage even over our largest and best endowed universities. We compel our professors to teach and lecture so much that they cannot write as often and as wisely as their abilities would justify them in doing. The question, 'Why do you not write something?' which is often put to the already over-worked professor, is peculiarly galling. He wants to write something, and feels that he can do it well; but the demands of his routine forbid. Even his vacation season must be wholly spent in regaining strength and vigor for the next year's work. * * Oxford and Cambridge professors do more original work than ours, simply because they are given the time for it. Public opinion and boards of trustees must be educated to see that a professor is not being permitted to do his full duty if he is compelled to teach from ten to fifteen hours a week. They should perceive that scientific research is the peculiar duty and should be the peculiar privilege of the university professor."

MANY are saved by the deficiency of their memory from being spoiled by their education.

THE AGASSIZ ASSOCIATION.

The initial number of the *Swiss Cross*, the organ of the Agassiz Association, contains a history of the movement from the pen of the President, Harlan H. Ballard. The design is the study of nature. The beginning of the association was in a scientific society organized by the pupils of a high school in Massachusetts. The success attending the efforts of its members led them to wish to extend its benefits to others, and accordingly an association was formed which was named "Agassiz," the recent death of that eminent naturalist being in the minds of all. It is now six years since its inception, and the association is composed of 980 local societies, each numbering from 4 to 120 members of all ages, from 4 to 84. The total membership is over 10,000. These are distributed throughout the United States, Canada, Great Britain and other countries. The local societies are called chapters, taking their names from the towns where they are established. There are four different sorts of chapters. First, family chapters. The parents and children of a single family unite for joint study and research. Chapters of this sort are especially desirable, and prove almost uniformly permanent. Chapters of another sort are found in schools. There are many teachers able and willing to give their strength and time, beyond the exacting requirements of their contracts, to the encouragement and assistance of their pupils. Under the fostering care of such men and women, the happiest results have been accomplished. Not the least important result is seen in the pleasant personal relations thus established between teacher and pupil. Chapters of a third kind are organized and conducted entirely by young persons. A company of girls or boys meet together, and decide to form a branch of the A. A. They elect their officers, draft their rules and by laws, engage their rooms, build their cabinets, make their collections, prosecute their studies, and, if needed, to awaken interest or arouse enthusiasm, it would only be necessary to show what girls and boys have done even when unaided and alone. They have made lists of all the flowers that grow about them, and of all the birds that fly over their heads. They have published papers, started museums, founded libraries. In doing this they have mastered the laws of parliamentary debate, have learned to observe with accuracy, to write with fluency, to speak with power, and, after working thus for a few years, many of them have pushed themselves into schools and colleges and laboratories of the highest grades, and are now completing their self appointed preparation for lives of commanding intelligence and cheerful service. Fourth, chapters of adults. In increasing numbers, men and women of mature years, feeling the need of that scientific training which the schools of their childhood failed to give, are organizing societies, joining their influence to our association, and receiving in return the benefits coming from united endeavor and from enthusiastic devotion to a common cause.

The only chapter of the Agassiz Association in this Province, as far as we can learn, is that at St. Stephen. The objects of the association are so excellent that we hope to hear of others being formed throughout the Province. The following interesting account of the work of the St. Stephen chapter from the pen of its secretary, Mr. J. E. Ganong, is taken from the *Swiss Cross*:

"Our chapter has increased very little in numerical strength since our latest report, but the earnestness with which our work is carried on is a surer strength than the strength of numbers. During the

winter of 1885-86, only four of our regular weekly meetings were omitted. In the summer we held one field-day. We were accompanied by our honorary member, Mr. W. F. Ganong, who discovered a species of squid not before reported from New Brunswick. I give an extract from a paper read by Mr. Ganong before the New Brunswick Natural History Society, Nov. 2. *Loligo Pealei*, the long-finned squid, St. Croix river. Neither this species nor its varieties, *borealis* and *paluda*, have, up to the present time, been reported from Maine or New Brunswick. Professor Verrill says: 'It has not been observed north of Cape Ann.' In June, 1886, the writer found two specimens of this species, or of its variety *borealis*, in a weir at Devil's Head, St. Croix river." Our evenings are occupied as follows: 1. Business matters. 2. A regular lecture lesson from a text-book on zoology. 3. An address by one of the members (each in turn) on some scientific subject. 4. Any matters of scientific interest that may be presented. Any members desiring to ask questions write them on slips of paper, and give them to other members to find answers to. These questions and answers are recorded in a book kept for the purpose, called the scrap-book. The subject of entomology is taken up and studied with the help of specimens. We have commenced on the order of Coleoptera. Two addresses have been given before the chapter by two gentlemen interested in it—once by Mr. Ganong, and once by Rev. Mr. Winkle. We are promised several more during the coming winter. We subscribe to three science magazines—two American and one English. Our library has not many volumes, but is growing slowly so we expect before long to have quite a collection of scientific books. We are looking forward to a good winter's work, and hope to report not a meeting omitted during the winter. There are older members among us who greatly strengthen the society, and give encouragement to the younger members, and also direct the work.

If persons who write to strangers would bear in mind that the only way those strangers have of knowing their names is from the signature, they would write it plainer. Sometimes these persons make a request for information, and then sign their names so illegibly that their best friends cannot interpret the hieroglyphics. Oftentimes this is on a postal card; it is often in letters with no stamp inclosed, so that he who would answer has his patience, his good nature, and his purse attacked all at once. It seems to be thought by one who can read his own signature that every one else can read it too, but the reasoning is defective. Then comes the question, is this a man or a woman? Once a letter came in small penmanship, it was published, it appeared as from Miss ——. The author in agony responded, "Don't put me down as a Miss, I am a middle-aged man." Let those who write to us write their addresses plainly, and put "Mr." or "Miss," or "Mrs." before their names if they use initials. And then if the letter needs an answer, a two-cent stamp, or an address envelope. There are enough puzzles to study over without having them poured in by mail in the shape of no post office, no state and illegible names. "Good friends, forbear!"—*Teacher's Institute*.

[For "two-cent" stamp read three-cent stamp, and the remarks will apply equally well to New Brunswick.]

THERE is one post office to every 633 people in Canada, and the Dominion has more post offices to the same number of people than any other country in the world.

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