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DEVOTED TO THE INTERESTS OF TEACHERS.

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WM. S. CARTER, A. M., Associate EditorAll remittances should be sent in a registered letter
addressed "JOURNAL OF EDUCATION, St. John, N. B."Subscribers and advertisers will please not send
us stamps as payment.**PRIMARY INSTRUCTION.**

A very interesting discussion arose out of a paper read before the St. John County Teachers' Institute by Mr. Henry Town, Principal of the Centennial building.

The discussion took an entirely practical view of the subject, the more so as many lady teachers, who are with difficulty induced to advance their opinions at these meetings, took part and gave some useful hints concerning points on which there seemed to be a difference of opinion. On correct methods of doing primary work depends in a great degree the pupil's further satisfactory progress. It is the foundation of future healthy growth and, if properly laid, advancement in his after course is both certain and rapid. If the primary grades are inefficiently taught, no amount of after instruction however excellent, can eradicate the evil which has been done. Hence the responsibility of the teacher of these grades is probably greater than in any others, and the greater care should be exercised by those interested to see that correct methods are pursued.

Some teachers preferred print script to the common print authorized by the course of instruction, alleging that it assisted the pupil very materially in writing at a future stage, and that it seemed more natural.

The objection to the script is that it differs from the print of the cards and primers and would tend to confuse the pupil in the earlier stages.

Too much attention can not be given to printing at first.

The teacher throughout the first year, at least, should see that all the pupils have their slates uniformly ruled, the spaces being wide between the lines at the beginning, as the tendency is to contract.

Long slate pencils should be used to avoid cramping the fingers, and the pupil's attention directed to any defects in the work.

In regard to drawing there seemed to be some difference of opinion. Some preferred the plan of putting the pupil on his own resources from the first, while others thought that during the first stages at least, a ruler should be allowed. Great care should be exercised by the teacher, lest the pupil make too free use of a ruler ostensibly for measuring, which too often simply means dotting to guide the line. A pupil in the third grade can rule as straight a line as one in the eighth, but if he does it free hand he is always improving, which should be the object aimed at.

Too great attention can not be given by the teacher, especially in the primary grades, to repeating the substance of what the pupil has read or learned from the teacher. It gives a readiness and facility of expression which can only be acquired by practice in such a way, strengthens the memory and powers of observation, besides affording an excellent opportunity of correcting any wrong forms of speech which the pupil may use in the recital. It should not be a memory exercise, but every encouragement should be given the pupil to express himself in his own language. Too many teachers are in the habit of questioning a class, using the formal questions in the readers. This can have but one result. The pupil will give his answer in the words of the book in a parrot-like manner. In a school when this method was pursued, a pupil was asked, "Who was Solomon?" The answer was prompt, "The son of a country gentleman who lived on the borders of the New Forest." Such questioning and answering destroys all originality of expression, which is one of the ends and objects of education.

The limits of this article prevent taking up all the subjects of the course of instruction prescribed for primary schools.

The most successful teachers agree that history and geography in these grades were most efficiently taught orally. History could be rendered much more interesting to the pupils by this means, and it was thought that the instruction should not be burdened by dates and disconnected facts.

Oral geography assisted and impressed by map-drawing is the most successful.

The science part of the course, is, perhaps, the most neglected, or, if it is not neglected, it is usually the last part of it considered. There should be no difficulty about this.

The readers prescribed are admirably adapted for instruction in plant and animal life, and if the teacher would in connection with each lesson on these subjects which comes before the class, bring out the facts in connection with it, very little would remain to be done in the way of regular instruction.

If these subjects are properly treated, there are none more interesting to pupils. If in addition to the instruction alluded to, a class were formed say every Friday afternoon to impress and consolidate what has been learned concerning plants and animals during the week without great effort, it would be productive of the best results, and the science part of the course would be taken up as regularly as the other subjects.

We would again request the teachers to forward their subscriptions for the JOURNAL as promptly as possible.

Taking it for granted that no teacher in the province will refuse to subscribe, we are sending it to each one as far as we have their address. While we have no reason to complain at all at the response of the teachers, yet there are many who have not yet forwarded their subscriptions.

We hope that they will attend to this at once, as the success of the paper does not depend on the interest manifested by two or three but on the sympathy and co-operation of the teachers as a body. Already we know of many good results from its publication and no teacher can afford to be without it.

We have received copies of the NEW BRUNSWICK JOURNAL OF EDUCATION, a paper devoted to the interests of teachers, published at St. John. We welcome this addition to our maritime literature, and wish it every success. There has for some time been felt the need of such a publication. The Ontario school journals have been largely patronized by our teachers in the past, and at present receive no small share of their support from the Lower Provinces. Notwithstanding this, however, they have devoted comparatively little attention to our educational matters. We therefore look with considerable interest and hope upon this new venture. We would suggest that no narrow provincialism prevent this journal from reaching out and dealing with the educational interests of the other Maritime Provinces as well. One ably conducted journal should be well supported in the provinces, whereas a less extensive territory would be insufficient. Why should not the journal be termed the Journal of Education for the Maritime Provinces, and extend its mission?

The management is in able hands, Messrs. G. U. Hay, Ph. B., and Wm. S. Carter, A. M., being the editors.—*The New Star*.

We invite the attention of the teachers of the Maritime Provinces to the above reference to this journal.

We in New Brunswick would gladly co-operate with the teachers in either or both the other Maritime Provinces in conducting a journal devoted to education.

This is but the enticing wedge of what we hope to see in time one of the best supported and influential educational journals in Canada.

Some of the Ontario school journals are well managed and would fill the bill if we lived in Ontario.

The Board of Education has so amended the regulation relating to the summer vacation that schools in cities and incorporated towns shall reopen on the *third* Monday in August, and all other schools on the *first* Monday in August. This amendment comes into effect at once.

INSPECTORAL DISTRICTS.

The following are the school inspectoral districts as recently revised by the Board of Education:—

Inspectoral District No. 1.—The counties of Restigouche, Gloucester and Northumberland.

Inspector—George W. Mersereau, A. B., Newcastle.

Inspectoral District No. 2.—The counties of Kent, Victoria, and Madawaska, and the parishes of Aberdeen, Kent and Wicklow, in the county of Carleton.

Inspector—Jerome Boudreau, Richibucto.

Inspectoral District No. 3.—The counties of Westmorland and Albert, and the parishes of Havelock and Cardwell, in Kings Co.

Inspector—George Smith, A. B., Elgin.

Inspectoral District No. 4.—The counties of Queens and Sunbury, and the county of Kings, except the parishes of Havelock, Cardwell, Westfield, and Greenwich.

Inspector—D. P. Wetmore, Clifton, Kings Co.

Inspectoral District No. 5.—The counties of St. John and Charlotte, and the parishes of Westfield, and Greenwich, in Kings County.

Inspector—W. S. Carte, A. M., St. John.

Inspectoral District No. 6.—The county of York, and the county of Carleton, except the parishes of Aberdeen, Kent and Wicklow.

Inspector—I. B. Oakes, A. M., Woodstock.