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

LAST WEEK we referred to an article in the London *Schoolmaster*, giving a history of educational progress in this Province. Our attention has since been called to a paper read in London by William Lant Carpenter, B. A., B. Sc., on the position of science in Colonial education. Referring to New Brunswick, he says, "It is somewhat remarkable that a small colony, mainly agricultural, should possess one of the most perfect systems of instruction in primary schools, with which I am acquainted. * * * There is a progressive course of instruction for all schools, in which the subjects appear to have been selected, arranged and apportioned with a due regard for sound educational principles. * * * Its Normal school is in conjunction with the University at Fredericton, the degrees of which are universally recognized. A good natural history society exists in St. John, with corresponding members in the country districts. A museum, Mechanics' Institute, and similar agencies complete the facilities for the pursuit of science."

THE MOVEMENT in favor of appointing women to the Board of Education, in New York city, has been successful. The board, as now constituted, consists of five men and two women, instead of seven men as heretofore. Women have sat on the school boards of London, Edinburgh, and other foreign cities for years past. Their appointment to such positions is eminently fitting and proper, inasmuch as a large proportion, perhaps half, of the public school students are girls, and a very large proportion of the public school teachers are women. In making these appointments for New York, "Mayor Grace has avoided," says *Science*, "what would have been a great mistake. He has not appointed any 'cranks' or any professional agitators for 'woman's rights' At such a time plenty of these persons come forward as candidates, but their appointment would have been turning the whole movement into ridicule. Both of the women chosen by the mayor are of the highest standing, morally, intellectually, and socially. They are neither agitators or theorists, but women of pure Christian character, great ability, and what is quite as essential to a commissioner of education, some common sense."

NEW APPOINTMENTS.

City schools, paying as they do the highest salaries, have a right to expect the best returns, to insure which the best teaching talent the Province produces should be available. Situations in cities and towns are desirable, and much sought after by teachers from all sections of the Province, and not seldom much dissatisfaction is caused to resident

teachers on account of outsiders being given the preference. These complaints to many seem well grounded. All things being equal, resident teachers should be given the preference; that is, if they possess in the same degree, skill, industry and experience as other applicants, and in all cases, where justifiable, the principle of promotion should be followed. It is very satisfactory to note that many of our most prominent teachers have worked upwards step by step to their present positions. Good positions are too few in this country, but scarce as they are those on the road to them often fall into what political economists call the "stationary state," and are compelled to see more energetic and ambitious teachers secure the prizes.

But does the right teacher always get into the right place? Does not local feeling sometimes get the better of sound judgment? It is a matter of congratulation when teachers trained in our own schools fit themselves to take charge successfully of the departments from which they graduated, but should they fail to give satisfaction the situation is an embarrassing one for the powers that exist. The same influences which avail to make the appointment will too often prevail to prevent it being cancelled, and the school service suffers. Great care should, therefore, be given to the matter of new appointments. If the local talent employed or unemployed is as good as the foreign it should receive the preference, but not unless.

IT WILL PAY.

The school-room should be neat and clean. Make it all sunshine. Make it a model of neatness and teach by example. Have a place for everything, and see that it is always in that place. Pupils should be required to arrange their books properly and place them in their desks before each intermission. Each pupil should be held responsible for the state of the floor under his or her desk.

The basis of good government in the school-room, and out of it, is authority. The pupil who complies with the teacher's requests, simply to please, has not yet learned to obey. Obedience to appointed and rightful authority is the foundation of government. The neglect to instil subordination to the one who rightfully demands it is a most unwholesome and unfortunate omission; the child will surely suffer; in a few years it is probable he will become a member of a gang of "roughs," a body from whom spring the sports, thieves, burglars and murderers.

Do not neglect your duty! Obtain and spread all the educational light you can; build up your profession; render it worthy to stay in, and stay in it. This will demand your untiring devotion. There is more for you to do than to get a place and get a salary. C. E. B.

PENMANSHIP.

BY C. E. BLACK, KINGS.

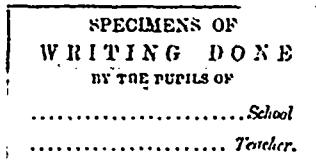
Teaching penmanship is like teaching any other subject; if you succeed in awakening an interest in it, and in getting the pupils to try to improve themselves in the art, there need not be any special fitness or preparation on the part of the teacher to succeed, more than is acquired in any branch.

Like any other study, it requires some skill to arouse such a degree of enthusiasm, and to induce pupils to put forth their best efforts.

All the written exercises in the school room should be done with care. The teacher should point out to the pupils the things that they should avoid—usually from the blackboard.

I generally show the pupils into the way of forming the letters, etc., on every new page, and write a line for them at the beginning. After writing, a few minutes are devoted to an examination and marking of the pupils' work for the day, in a class. The best writers, of course, succeed in getting to the head of the class, and so on. This tends to stimulate the others to greater activity, or, rather, neatness and legibility.

In one term I pursued a plan which was attended with good results. It was somewhat as follows: The pupils were all requested to write a verse of four or more lines, and give the date and sign their names and grade to it. This slip of paper containing these lines, together with those of the other pupils, was put into an improvised scrap-book and each specimen numbered "1." The outside cover of the scrap-book I ornamented, somewhat like the following:



Each pupil was allowed two pages of this book in which to place his or her specimens. Every month a new specimen was written and placed under the first, which served as mile-stones to mark the improvement. The pupils were to take charge of their own pages, copy nicely, and ornament in any way they chose. This book was shown to parents and visitors, and was greatly prized. Some of the visitors added their autographs on blank pages.

PRONUNCIATION OF "U."

The Brooklyn *Magazine* says that "ninety-nine out of every hundred Northerners will say institute for institute, dooty, for duty—a perfect rhyme to the word beauty. They will call new and news, noo and noos—and so on through the dozens and hundreds of similar words. Not a dictionary in the English language authorizes this. In student and stupid, the "u" has the same sound as in cupid, and should not be pronounced student and stoopid, as so many teachers are in the habit of sounding them. It is a vulgarity to call a doora dool—as we all admit—Isn't it as much a vulgarity to call newspaper a noospaper? One vulgarity is Northern and the other Southern, that's the only difference. When the London *Punch* wishes to burlesque the pronunciation of servants, it makes them call the duke the dook, the tutor the tooter, and a tube a toob. You never find the best Northern speakers, such as James Russell Lowell, George William Curtis, Robert C. Winthrop, Dr. Phillips Brooks, and men of that class saying noo for new. Toosday for Tuesday, avenoo for avenue, or calling a dupe a doop. It is a fault that a Southerner never falls into. He has slips enough of another kind, but he doesn't slip on the long "u."

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