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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."**EDUCATIONAL INSTITUTE.**

The Educational Institute of New Brunswick was opened in the hall of the Centennial School Building, in this city, on Monday afternoon, June 28th, and was closed on Wednesday evening, June 30th. Very full reports of the discussions have been given in the daily papers, and we shall not attempt in these columns to give a detailed account of its proceedings, but merely consider the more important points that were dealt with. But THE JOURNAL will publish in full several papers that deal with those matters that are pressing upon the attention of educators throughout the Province at the present, and upon which the Board of Education will be called upon to deal with hereafter. This will be done in order that all interested may have the fullest opportunity to read and form opinions for themselves. Among these are the able and thoughtful papers of Inspector Oakes, on "Secondary Education," and of W. G. Gaunce, Esq., A. R., on "Temperance in Public Schools." The former deals with the relations existing between the common and high schools, the dependence of one upon the other, and pointing to changes by which secondary education may be rendered more effective in this Province. These changes look to the establishing of high schools in the principal educational centres of the Province, and reducing some of the grammar schools to the rank of superior schools. A resolution to give effect to Inspector Oakes' recommendation, asking the Board of Education to establish five principal high schools for the Province, was voted down. Many of those who voted against the motion did so from the belief that a fuller consideration of the question of secondary education is desirable before reducing any of the grammar schools to the rank of superior or common schools. In a few weeks the paper of Prof. Oakes will be before our readers, and an opportunity will then be offered to those who approve or disapprove of his views to discuss the question at leisure.

The paper read by Mr. Gaunce, on "Temperance in the Public Schools," will be published in these columns. There is no one among our educators better fitted to treat this question than Mr. Gaunce. The question was dealt with from an educational standpoint. Mr. Gaunce held that it is the duty of the State to educate its children in this direction, to teach temperance as a science, not by spasmodic effort in occasional lectures, but as a regular branch of school study, as it is taught in many of the United States, by beginning it in the elementary schools and carrying it through the advanced and higher departments.

The chief superintendent, Mr. Crocket, read a letter from the Secretary of the Women's Christian Temperance Union, offering two prizes of \$10 each

for the best essays on the subject of "Temperance in Schools" from the pupils of the Girls' High School and from the Boys' Grammar School, with two prizes of \$5 each for the second prize in each department, the prizes to be awarded at the Christmas vacation.

A paper was read by Mr. S. C. Wilbur, "How to secure greater permanence in the Teaching Profession." Mr. Wilbur pointed out some of the disadvantages that exist in the teacher's profession, and humourously drew some amusing pictures arising out of these disadvantages.

One of the most interesting papers read before the Institute was that by Mr. John Lawson, on the "Tonic Sol-fa System of Teaching to Sing." The paper was a lengthy and carefully prepared one, showing the merits of this system over others; and Mr. Lawson, by means of a class, gave a practical illustration of its simplicity. Some of the teachers present wished to ask Mr. Lawson concerning the cost of books and charts to enable them to teach the system. THE JOURNAL will be glad to publish anything that Mr. Lawson, from want of time, was obliged to omit from his paper.

The following resolution, moved by Mr. F. H. Hayes, was unanimously carried:

Whereas, Previous to November, 1884, the school terms began on the 1st day of May and the 1st day of November in each year; and

Whereas, The Board of Education has changed the day of opening of terms to the 1st of July and the 1st of January in each year; and

Whereas, It is the opinion of this Institute that such a change is not in the interest of true education; and

Whereas, This Institute at its session last year, unanimously resolved, that in the opinion of the members of the Institute the change of school terms recently made is opposed to the educational interests of the Province; therefore

Resolved, That this Institute reiterate the resolutions of last year, and memorialize the Board of Education that the school terms be made to begin and end on the same day as was the case previous to the change in November, 1884.

Both the opening and closing evening sessions of the Institute will be remembered by those who were present, for the pleasant occurrences that marked both gatherings. At the former, addresses were delivered by Chief Superintendent Crocket, His Honor Judge King, Hon. Senator Boyd, J. V. Ellis, M. P. P., Dr. Stockton, M. P. P., Rev. Dr. Hopper, Dr. I. Allen Jack, Dr. W. Brydome Jack, and Rev. Dr. Macrae. Many of these addresses were eloquent and stirring appeals, well fitted to animate teachers in their work and call forth the feeling that their calling is a noble one.

Few who were present will forget the conversation which terminated the proceedings of the Institute. Mr. Crocket was asked to leave the chair, which was taken by Mr. W. M. McLean. A hearty and unanimous vote of thanks was tendered the chief superintendent for his able and impartial conduct in the chair. A pleasant musical and literary programme was then carried out, and during the intervals ice cream and cake were served out.

During the continuance of the Institute, its members, through the kindness of Mr. Reed, were invited to visit the Art Gallery, which was cordially

accepted, and a very pleasant hour or two spent there. The Natural History Society threw open its museum, and its fine collections were inspected by a large number of interested teachers. Mr. Chamberlain also addressed the members of the Institute on "Bird-life and the migrations of birds," asking teachers to use their influence to prevent the present wholesale destruction of birds for the purposes of ornamentation.

HOLIDAYS AND TEACHERS' SALARIES.

As the holiday season approaches the migratory disposition of many teachers again becomes manifest. This is one of the greatest drawbacks to the teaching profession as well as to the efficiency of our schools, and it arises from various causes. In too many cases teachers change simply for the sake of variety. There are many instances of trustees being influenced to change their teacher, who is probably doing good work, almost it would seem in order to see a new face in the district. It unfortunately often happens that a school is only maintained in the district during part of the year. A change is therefore unavoidable.

But there is another and very sordid motive, which influences trustees to make a change. The summer holidays occur at the beginning of the second term, and of course are included in it. Some boards of trustees take advantage of this to exercise what they consider a little economy. To effect this they pretend that owing to the circumstances of the district two months' holidays are necessary. At the end of that time they, of course, hire a new teacher, as the former one cannot afford to remain without a situation for so long a time, and stipulate that only four months wages shall be paid. It is to be regretted that they too often find a teacher willing to accept these terms. The object of this article is to warn teachers in regard to this. No doubt a few boards of trustees will be found each year doing this, and the law does not as yet provide a complete remedy, but let the teachers note the following: Suppose, for instance, that a term contains one hundred days, and a teacher is employed during eighty of these, she will receive from the Board of Education a sum equal to eighty-one hundredths or four-fifths of the amount she would have received had she taught full time. If the government do this, why should not boards of trustees as it is the only legitimate way of arriving at the correct result.

Let those teachers then who are employed during four months not accept four-sixths or two-thirds of a term's salary, but four-fifths of it, and to which they are justly entitled. As above stated, the trustees who practice this false economy are very few, and no doubt will become fewer as the experiment is tried. It is only the least successful teachers who are out of employment at times to suit these economists. This fact, together with the unwholesome results arising from frequent changes, will work an effectual cure. Another matter which might be dealt with at length is the indifference manifested by many boards of trustees in regard to paying their teachers the full salaries before the holidays, which may as well be given them then when they most need it as at any other time. In this respect the Board of Trustees of the city of St. John present an example worthy of imitation. They pay their teachers monthly, and at the end of the present term not only gave them their salaries for the month of June, but advanced that for July.