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THE Gloucester County Teachers' Institute will hold its session at Bathurst on the 4th and 5th of November.

AT THE meeting of the Northumberland County Institute last week out of 70 teachers present, all but three were subscribers to the NEW BRUNSWICK JOURNAL OF EDUCATION. This certainly shows an intelligent appreciation of the merits of the paper.

THE article on "History and Poetry in Geographical Names" which is begun in this number is from *Science* of October 8th. It contains many valuable and noteworthy points that we are sure our readers will peruse it with the greatest pleasure and profit.

WE have received the calendar for 1885-6 of the Pictou Academy, which gives details of the course of study, number of students, etc. The course of study, which extends over four years, is an admirable and complete one, offering advantages which the people of Nova Scotia are not slow to avail themselves of, as the long list of students abundantly shows. Its principal, Mr. A. H. MacKay, B. Sc., is a gentleman of fine scholarly attainments and progressive ideas on education.

THE Northumberland County Teachers' Institute was in session at Chatham on Thursday and Friday of last week. We learn from a correspondent that the proceedings were of a very interesting character. Chief Superintendent Crockett and Dr. Jack were present. J. M. Palmer, A. B., was elected President and Philip Cox, A. B., Sec'y-Treas'. One of the most interesting features in connection with the proceedings was the adoption of "Payne's Lectures on Education"—to be read thoroughly by members during the year and discussed at next year's Institute. This departure from the somewhat routine methods which characterize the proceedings of our Institutes seems to be progressive and judicious. Not only may the teachers during the intervening time read intelligently, but submit the author's theories to practical test in the every day work of their schools. With such an excellent work as the one adopted, a livelier interest in improved educational methods should be the result, with a corresponding activity in the schools that are to receive the benefit of this new departure.

A CORRESPONDENT advocates the raising of the standard of admission to the Normal School and adds: "What do you think of the abolition of Third Class as a life-long license? Why not make it tenable for a year or two only? In fact, I think Second Class License should lapse after a few years." We think our correspondent is a little too radical. It goes without saying, however, that the standard for admission to the Normal School and

the requirements for license of every class should steadily increase in proportion as the effectiveness of our schools increases. This would meet the growing requirements of our educational system better perhaps than the step proposed by our correspondent. In justice however to progressive and earnest teachers the weeding out of listless and indifferent ones by re-examination and re-classification cannot be delayed much longer without proving detrimental to the educational interests of the Province. In the meantime it behooves the industrious teacher not to remain satisfied with present attainments but to take the matter in his own hands, study to obtain a higher if not the highest class of license, and to be a *live* part of a system in which a progressive and careful training of teachers is the chief element of success.

EDUCATION OF GIRLS.

Dr. Withers Moore's address, before the British Medical Association, on "Woman's Education," has called forth a large expression of opinion in the English papers, which we are happy to say is largely if not entirely on the other side from that taken by the lecturer.

Dr. Moore has published his opinion, as a conclusion from which there is no appeal, that women are incapable of intellectual pursuits and should be discouraged from entering the higher arenas of education which the present age has made available to them.

The *London Spectator* does not accept this dictum of the learned doctor, and gives as a wise conclusion, expression to the belief that, "For one woman who has been ruined by intellectual and moral over-pressure, we venture to say that there are thousands who have been ruined by intellectual and moral vacuity. The truth of this, says another authority, is strengthened by its equal applicability to the male sex. With men, as with women, the statement is made, 'insanity and nervous disorders do not show themselves most frequently in those devoted to intellectual and moral pursuits. Indeed, the mental and moral vigor which such pursuits develop is a strong safeguard against such disorder.'"

It is of importance, however, that educators should seek to remove as far as possible, the false stimulus that leads to such exaggerated competition as modern educational methods seem to foster. For it is a well-known fact that many a boy and girl who needed the slow, natural process of development that is not always the one followed in our public schools, have had their physical organization completely shattered by over-pressure in the matter of acquiring knowledge. Education that does not develop the individual all round is defective. It should leave the mind free, for slavery to books is no more education in any true sense, and often not so much so as a rough-and-ready knowledge obtained in a general way.

The aim of education should not be to produce mere brilliant, intellectual athletes.—"It is the meek that shall inherit the earth, not the brilliant," says Mr. Hudson, who further defines the true process of education as that by which "the mind is set and kept in living intercourse with things; the works and ways of God in nature being our true educators." The process of education should be slow and gradual, after the pattern of nature, whose methods are divinely unhurried. The environment of school and home should be such that the young

child should not be nervously conscious that he is being educated, that he is being barred and hindered in his directions in which his own little inner soul would lead him. Surround the young with what is educational in its influence, make the school room as attractive as possible, and do not seek to pour into the child-mind the meaningless symbols of things, but rather let the tendency be to draw out the thoughts and capacities of the child itself. This method pursued through all the grades of school must inevitably produce well balanced, well informed and naturally developed minds, equipped with a calmer outlook upon life, than the present highly competitive system in which the attainment of high marks which indicates superiority of quickness, perhaps, over some more plodding student, seems to be the point to be achieved.

No, unless our education inculcates a desire for and a love of knowledge for its own sake, and not as a mark of distinction above our fellows, it does not greatly benefit us.

How many people, who have stood at the head of their classes on graduation day, have ceased to continue the pursuit of knowledge after the stimulus of competition has ceased.

Our interest in knowledge is co-extensive with life, and it is because we want to develop naturally and roundly, that we need to take lessons from the patient and steady methods of nature. The necessity for reform in the mode of education has long been recognized by the Germans, with the result that the Kindergarten system has been adopted in many places. By it the child is recognized as of value for itself, not mainly for the amount of hard facts it can be induced to acquire. Surely it should be a matter of regret that the high pressure of our schools should be responsible for the physical deterioration of any of the students.

The *Saturday Review*, "a paper which fairly represents the opinion of men of the world," in commenting on Dr. Moore's assertion that "women ought not to be as well educated as men," says "Dr. Moore's conclusion is that both boys and girls suffer from too much work and too little play. It is possible that when a girl's education has been almost completely neglected, and she is suddenly introduced into Girton or Newnham, she may suffer from trying to compress into three years what ought to have been spread over ten. But that only shows that her mental training should have been more rationally conducted, not that there has been too much of it. No institutions have ever succeeded better than the ladies' colleges of Oxford and Cambridge, and the notion of girls from Newnham or Girton, as stooping or flat chested, over crammed monstrosities, is exceedingly diverting to any one who knows anything about them."

This seems to be the main point in modern educational methods, namely, the effort to compress into a limited time what can only be safely and satisfactorily acquired by a slow and gradual process of study and application.

If girls are naturally physically weaker than boys it only needs that the more care should be taken in the earliest years, of their health, and does not prove that they are incapable of mental culture.

The fact that numbers attain a good proficiency in many branches of learning, notwithstanding such obstacles, goes to prove the opposite of Dr. Moore's statement, which will, no doubt, do good in that it will call the attention of educators to the matter, and the lightning speed of modern education may thereby be slackened with the good result that is sure to follow.

St. John, Oct. 14.