

THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

SAINT JOHN, N. B., MARCH 3, 1887.

No. 20.

New Brunswick Journal of Education.

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Published every fortnight from the Office of
Barnes & Co.SUBSCRIPTION PRICE. 50 Cents.
SINGLE COPIES, 3 Cents.For sale at the Bookstores of D. McArthur and T. O'Brien,
King Street.GEO. U. HAY, P. M. B. Editor
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addressed "JOURNAL OF EDUCATION, St. John, N. B."

We recommend to teachers of primary schools the suggestive article in another column on the first year's work for children.

We thank our subscribers for the prompt manner in which our request of last issue has been met. Will those who have not yet responded do so immediately, as dunning is a disagreeable duty for which we have neither time nor inclination.

We direct the attention of our readers to the advertisement in another column of Webster's Dictionary. This great work should be in the hands of all our teachers. In the next issue we shall refer more fully to its many excellent features.

By displacing two lines in the "make-up" of the last JOURNAL, the name of a correspondent, Mason R. Benn, was attached to the wrong article. The paper by Mr. Benn was "Educational results from instruction," and the selection—"Culture of the Imagination"—should have been credited to Prof. J. S. Blackie.

The National Educational Association of the United States will hold its next meeting at Chicago, July 12-16. Topics will be presented and discussed by the foremost educators of the country. In addition to these and the exhibition of educational work and appliances, excursions at low rates are arranged for different points to the north, west and south, including Alaska and Mexico.

In a contemporary we notice the names of twenty-five books, recommended to young teachers to read—all of them professional works. Of course it is not to be supposed that the editor expects the whole twenty-five to be read in detail, line upon line, precept upon precept. But the mere fact that in a list prescribed for teachers every book is professional, is sufficient to show the absurdity and utter worthlessness of such a recommendation. One sound professional work should be read by teachers, perhaps a second or even a third at different stages in their professional life for the purpose mainly of seeing how far practice accords with theory. The pedagogogue or educational crank may scorn such a meagre professional bill of fare, but the practical teacher will rely much on his own earnestness and common sense, and wisely limit his professional reading to a little at a time, and bring his few pages of theory to the frequent test of practical experience and common sense.

JUBILEE ENDOWMENTS.

The friends of education have much reason for rejoicing in the fact that a large number of the memorials which are to render Her Majesty's Jubilee memorable will take an educational form. Technical schools, colleges, and endowments of professorships will be, in many cases, the visible signs by which contemporary English loyalty will be evidenced to unborn generations.—*Educational Times*.

How many "unborn generations" will rise up and call blessed the givers in 1887? There are several ways in which endowments might be fittingly made in this jubilee year in New Brunswick. First, the establishment of a technical school or college, by which students would receive training in industrial pursuits without going abroad for it; second, the endowment of an agricultural college, either by itself or in connection with our agricultural farm, where the young men of this Province would receive scientific and practical instruction in our most important industry; third, the foundation of additional chairs in the institutions of learning at Fredericton or Sackville. What an incentive would any one or all of these give to education in this Province! Let us hope that some wealthy men among us may rear for themselves such enduring monuments as will lead posterity to revere their names.

The annual report of Mr. Draper, Superintendent of Public Instruction for the state of New York, is interesting and instructive to the friends of education generally. In reference to the law compelling attendance at school, Mr. Draper finds that it is ineffectual, and in its present form can not be made to operate successfully. School trustees serving without compensation object to the duties of apprehending delinquent parents and children; moreover, the school accommodations are taxed to the utmost, and any effectual execution of the law would at once create the necessity for additional school buildings in nearly every city of the state.

The Normal School work of the state is regarded as inadequate, for as now operated these schools do not fill one in ten of the vacancies in the ranks of the thirty thousand common school teachers of the state. The superintendent urges that the nine Normal Schools might accomplish larger results if they would spend less time in foundation work and confine themselves more to special training and practice.

In his report, Mr. Draper puts some apt and living questions which are of interest to educators the world over; and to answer them intelligently he recommends that a council of eminent and practical men be summoned. In New Jersey the first move has been made toward this end by the proposed organization of a state council (unofficial) to make recommendations and suggestions to the powers that be. Mr. Draper inquires:

"Is our education as practical as it might be? Do we reach all the children we ought? In our order over the high schools, which nine-tenths of our children never reach, have we not neglected the low schools? Is there not too much French, and German, and Latin, and Greek, and too little spelling and writing, and mental arithmetic, and English grammar being taught? Have we been as ambitious of progress in the lower grades as in the advanced? Are not our courses of study too com-

plex? Are we not undertaking to do more than we are doing well? Is not the examination business being overdone? Are we not cramming with facts, which will soon be forgotten, in order to pass examinations, rather than instilling principles which will endure? Is not our education running on the line of intellectuality alone? Are we educating the whole man? Are we not giving up moral training more than we ought, because of the danger of trenching on sectarianism? Is there no way of adhering to the one, and avoiding the other? Are we doing what we might in the way of physical culture? Ought not the State to do something at least to encourage industrial schools? Would we not secure better schools in the country if the township was the unit of government rather than the present school district? Does not the present arrangement help the well-to-do and leave the poor to get along as best they may? Should not the law which fixes the school term, one year as the limit of school age be changed to six and sixteen years? Is it not time to forbid the diversion of library moneys from their legitimate uses, or to provide that they may be expended for school apparatus instead of teachers' wages? Is our system of apportioning public moneys the wisest and the best? Is there no way of specially aiding the small, remote, and poor districts? Do our different classes of educational work supplement each other and fit together so as to make a symmetrical and complete system, and do they co-operate as they might and ought?"

SUPPORT OUR JOURNALS.

The different branches of the Christian Church, all the profession, and all important guilds and societies, have their organs, in which matters peculiar to these bodies are discussed, and through which members speak to the public and to each other. These journals must necessarily look for support to those whose views they represent, and whose interests they aim to serve. Each is limited to its own constituency, and it is the duty of the members of that constituency to support its particular journal. Medical journals rely upon medical men for their support, law journals upon lawyers, and school journals must be supported by teachers or cease to exist. This support should not be regarded as condescending patronage, but rather as a professional duty, and should be freely given. This duty becomes the more apparent to every teacher when we consider that the constituency from which the school journals must derive their support is a comparatively small one. We live in an age of strong mental activity, and the teacher must constantly bring his mind in contact with the best and freshest professional thoughts of the day. If he would rise he must read; stagnation can be avoided only by mental growth. Our school journals furnish the requisite food for professional development. The teacher who is not a constant reader soon ceases to grow, and goes to seed. He ceases to be an educator, and becomes a fungus on the walls of our educational Zion. Our school journals not only bring the teacher in contact with the best thoughts of others, but they serve as his natural allies. They aim to lighten his burdens, to defend his rights, to redress his wrongs, and to broaden and to liberalize public opinion in the general interest of education. Their aims and his are one; their interests are identical. Some American publishers are making vigorous efforts to supply our Canadian teachers with periodicals. No one will deny them this right, but our own papers have priority of claim upon us. They are ours, and can live only by our support. While we would be generous to others, let us first be just to ourselves.—*Isaacson, in Canadian School Journal*.