

# THE NORMAL LIGHT.

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## THE NORMAL LIGHT

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FREDERICTON, N. B., APRIL, 1891.

IN this day, almost every trade and profession has its magazines and journals. For the teacher there is a great number of periodicals, presenting a large amount of professional matter at a very low price. We believe that no teacher should be found without one of these papers. He certainly should not if he desires to keep up with the progressive spirits, to be informed on the latest experience and news of his profession.

We regret that no action has been taken by the students towards taking up the dumb-bell drill again. We think the matter should have had some consideration, at least.

In this connection we would say that our editorial on this subject last month might have led some to think that there was no regular instruction in physical culture in the school. This is not the case, however. Fifteen minutes a day is set apart for systematic exercise, by all the students, in the hall. These exercises provide excellent training; but, as the time allotted is so short, they are not as beneficial as they might be, and so our plea was that some extra time be given to the subject by the students.

THE expression "learning to think," presents both a truth and an impossibility. An impossibility because if one has not the ability to think, he cannot by a course of lessons acquire the power. We are born with the power to think; but that our thinking is not well enough under our control, is not clear oftentimes; so we need to learn to think.

The power of thinking may be developed in the same way that the power to talk is developed, that is, by exercise; and it is the teacher's duty to provide suitable exercises. We learn to think by thinking; but it is possible that we may think very loosely, and that we may not always know whether we have thought all round a subject or not.

Good habits of thinking may be formed; and the teacher should endeavor to form such habits himself, and also to aid his pupils in the formation of them.

Do not aim first to get rapid thinking. Secure clearness and accuracy, and then the celerity will come. It is because not enough time is taken that many slipshod habits of thinking are acquired.

THERE are three P's whose acquaintance it would be well for each one of us to cultivate. They are: Purpose, Pluck and Perseverance. He is well off who possesses each of them. They should be found together. It is a good thing to *purpose* to do the thing which lies in our way waiting for someone to do it. It is better to have the *pluck* to undertake it, however difficult it may seem to be. But purpose and pluck will often avail nothing without *perseverance* in the task till victory crowns our efforts. These three—Purpose, Pluck and Perseverance—but the greatest of these is Perseverance. By these much of the success of the world has been won; many failures are due to the lack of them.

"Strive to know something about everything, and everything about something."

"The balmy days of spring have come:  
The brightest of the year."

We rejoice to have the long, sunny days again; to see nature putting off her winter robes and donning the beautiful garb of spring. But it is also a matter of regret that the time is passing so swiftly, and the day of the "final" drawing nearer and nearer. However, if we each do our work faithfully, we may fairly trust that the result will be all right.

When the snow is off the ground we will be able to study the books, birds and flowers from "the book of nature," getting our knowledge at first hand, which is the correct way.

There are a number of our subscribers (about forty) who have not paid their subscriptions. We hope they will hand the amount to the Secy-Treas as soon as possible. We are running the paper on the "pay as you go" principle, and this cannot be done unless we have the cash in hand.

We trust that no further mention of this subject will be necessary.

THE school has been provided this term with a Yaggy's Anatomical Chart. This is a great aid to both teacher and student in the study of physiology. An Atwood's Machine for the mathematical department should be the next piece of apparatus provided.

## SYSTEMS OF EDUCATION.

The first scholar who published a distinct system of education was Plato. His ideas were definite, clear, and in some respects extremely satisfactory. The first work of a teacher should be to discover the natures of the children under his care. These he divided into four classes—iron, bronze, silver, and gold. From the two lower classes little can be expected; from the natures of silver more; but the main work of training should be devoted to the natures of gold. Plato was a firm believer in the supreme power of nature, and thought that the work of the teacher should be mainly directed to