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THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

VOL. 1.

SAINT JOHN, N. B., SEPTEMBER 2, 1886.

No. 7.

New Brunswick Journal of Education.

SAINT JOHN, N. B.

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GEO. U. HAY, PR. B., Editor
WM. S. CARTER, A. M., ASSOCIATE EDITORAll communications should be sent in a registered letter,
addressed "JOURNAL OF EDUCATION, St. John, N. B."**EDUCATIONAL GATHERINGS.**

County Institutes are to be held in Carleton, Westmorland, and Kent, about the middle of the present month. The time, it seems to us, is well chosen. The teachers have had time since the vacation to get their schools in good working order. With their energies renewed they have entered on their duties with a fresh zeal and earnestness, and the County Institutes, convened at this season, should have a life and vigor about them that will be inspiring to teachers and schools. There can be no doubt that much of the good that is expected from these Institutes is lost if they are held at a time when teachers need rest. The Institute that assembles on the eve of a summer vacation is very likely to be a lifeless one and productive of little benefit to teachers or communities. Excellent papers may be read and excellent suggestions given upon methods of teaching and management of schools, but the appeals are made to tired auditors and the valuable suggestions that may be given are in part forgotten during the vacation that ensues. But the conditions are changed if the Institute meets near the beginning of the term. The teachers have been benefited by their rest and are then more likely to give and receive aid. From the Institutes they go directly to their schools and put in effect the practical suggestions and helps which they have received.

We hope that the most important papers and those of general interest to teachers, read at the County Institutes this month, will find their way into the columns of the JOURNAL. By this means useful hints and practical suggestions on teaching will become the property of the many, and be the means of advancing the interest of Provincial education. That this end may be secured we ask the friends of this journal at the different Institutes to assist in extending its circulation and influence. The testimony of many experienced teachers is to the effect that the material it furnishes in every issue is in the highest degree helpful to them in their every day work. We desire to extend its usefulness and increase its effectiveness. Thus we can only do through the co-operation of our friends.

It was an excellent move that was made, at the recent Provincial Institute, to have its next session take place at the last of October 1887. The reasons for this change that we have urged in regard to County Institutes, apply equally well to the Provincial Institute, and it will not be too much to expect that better results will follow when teachers go from these Institutes with the greater part of the school year before them in which to put in practice what has been acquired at these meetings.

An effort is being made to bring about a convention of educationists of the United States and Canada in Montreal in July, 1887. A despatch to the *Kentucky Globe* says: "The principal object in view is to bring about the establishment of a comprehensive educational institution. The American associations, whose gatherings are to be taken advantage of for the accomplishment of this scheme, are the Teachers' Association of the State of New York; American Philological Convention; Vermont State Teachers' Association and American Institute of Inspectors." We shall endeavor to keep our readers posted in the progress made toward this educational gathering.

DISTRICT ASSESSMENT.

The present mode of district assessment has given dissatisfaction in some quarters and perhaps not without reason. The law provides, Sec. 23, that "Residents of the District shall be rated and assessed in such district in respect of their real and personal property and income ratable for Parish purposes."

It very often happens that much of the property in the school district is owned in some other district in the Parish, and it is not thus available for assessment in the district in which it lies.

Section 27 provides that "where a Parish contains an incorporated town, the limits of which are not co-extensive with those of the Parish, such Parish outside of the incorporated town and the incorporated town, shall be deemed to be separate Parishes for the purposes of district assessment."

This is well, but it seldom happens that an incorporated town is not situated in a parish wholly. For example, the limits of the towns of St. Stephen and Chatham, if we mistake not, and many others, are co-extensive with the parishes in which they are situated.

The wealthy men of the Parish are generally to be found in the business centre and of course pay their taxes there where they are least needed for school purposes, and the districts in which said property lies are often greatly straitened for want of means to support a school. The same is true of any populous centre whether incorporated or not.

The question arises then, would it not be advisable to amend the School Law, so that all property in a district should be taxed there? It might bear heavily on the cities and towns, but surely these do not need these taxes as much as the country districts.

Did space allow we might cite examples of many districts in which if all the taxable property were available for assessment no difficulty would be experienced in supporting a school for the entire year, but which are necessitated from this cause to keep it open only a portion of the time. They are thus compelled to see their own children deprived of privileges which their village neighbours, or more fortunate districts in the parish are enjoying at their expense. It is true that there would be some disadvantages in the change, but it would only affect the machinery of the law. The assessors would of necessity be obliged to value the property of taxpayers situate in each school district separately, but there is no doubt but that if this were done much property which is now either

entirely overlooked or greatly undervalued, would be taxed on an equitable basis. An opportunity is afforded to some of our legislators to move in this matter. The change cannot fail to meet with popular favour from any standpoint. Country districts will welcome it, and residents of town and villages would no doubt experience relief in the way of lighter school taxes, were their property which is situate in the country taxed there.

COURSES OF INSTRUCTION.

Much misapprehension exists concerning courses of instruction in the public schools, their scope and tendency.

Theoretically there is and should be but one course of instruction—namely, that prescribed by the educational authorities—but practically there are often three in vogue, namely, (1) that laid down and insisted upon by trustees and parents, which is supposed to meet the requirements of each pupil and parent. This course must be flexible to work. (2) That blocked out by the teacher, who trims between the parents' wishes or, perhaps, convenience—and the authorized course. (3) That laid down by law.

As to the first, though it may seem strange, a few teachers' situations depend on the parents' caprice in this regard. The pupils' standing is gauged by his advancement usually in reading. Everything must be made to correspond with it, and woe be to the new teacher who is presumptuous enough to re-classify him in this respect. He may be absent from school two-thirds of the time and become rusty in any subject save, in the eye of the parent, his reading book. Instances have been known of pupils who by hook or by crook, in the succession of term, have reached the fifth book and who have cheerfully acknowledged their manifold deficiencies in addition and striven to amend them, but the fifth book! they could never fall from that pedestal.

What signifies a uniform system of classification in the school? That boy's reputation as a scholar in the district would be ruined should he retrograde in the number of his reading book.

A few teachers are a law to themselves in regard to a course of instruction. Under the plea of teaching the useful rather than the ornamental, they cover up a deal of laziness and pull the wool over the eyes of many well-disposed Boards of Trustees.

It would be a crude system of education in the public schools that had not an authorized course of instruction and which the government did not see was carried out as far as possible. A large part of the support for schools is derived from the government coffers and in return a course of instruction is prescribed among other things in the interests of educational advancement.

To pursue the first course would result in chaos and to guard against the second and see that the third is carried out is a part of the object of school inspection.

The entire population of Germany, as enumerated in the quinquennial census of December last, is given at 46,840,597, an increase of 1,606,528 over that of 1880.

THE TEACHING PROFESSION.

The following article, from the *Canadian Baptist*, may be read in connection with the excellent paper that appeared in our last under the above heading.

Is public school teaching a profession? was one of the questions which came up indirectly at the meeting of the Ontario Teachers' Association last week. There is a good deal involved in the question. It is not, of course, easy to define exactly what are the marks of a profession as distinct from any other occupation, yet we all know pretty well what we mean by the term.

"Teaching a profession" we fancy many of our readers exclaiming, "why, certainly, it is one of the very first of the professions in usefulness and dignity." From one point of view the answer is incontrovertible. Teaching ranks among the very highest professions, if we have regard to the qualifications needful to make a true teacher. The rare qualities of mind and heart, the careful and thorough culture, intellectual, moral, and social, which are indispensable to a teacher of the highest type, are at least equal to those required in any other profession, not excepting even the ministry.

When we think, again, of the important interests entrusted to the teachers of our children; the preciousness and delicacy of the material upon which it is their daily duty to operate; the close relations which these operations bear to the future well being of society and state, we cannot deny their claims to all the influence and dignity which, by common consent, attach to the foremost of the professions. We, as parents, put into their hands our dearest and most precious possessions, realizing, if we are thoughtful, as we should be, that the future of our loved ones, for this life and the life to come, must be largely affected by the character and influence of those who have the training of their plastic natures. The State, too, in sending forth the great army of teachers to train up those who are to be its future citizens, entrusts them with a commission of the very first importance. They have vastly more to do than any other persons, parents only excepted, and, in very many cases, not even parents excepted, with determining the character of the future citizens, and so of the nation itself.

And, yet notwithstanding all this, there were teachers found to stand up in the Convention and say in effect: "We are not members of a profession Society does not accord to us either the remuneration or the social consideration it bestows freely upon the members of the other learned professions. It is an unpleasant truth, but it is better to look disagreeable truths fair in the face."

We fear, from their own point of view, those who spoke thus were not far astray. How is it, readers of the *Baptist*, in your communities? Do the men and women whom you entrust with the sacred duty of moulding the minds and manners and morals of your children, take rank in your estimation and that of your neighbours with your minister, or even with your lawyer or doctor? Do you give them the same social consideration? Are you willing to pay them on as liberal a scale?

Perhaps some one may say, or think, if he does not care to say, that the average public school teacher does not stand on a level intellectually and socially with the average minister, or lawyer, or doctor. If this is so, whose is the fault? Surely in view of the nature of the teacher's work, and the close and constant contact into which they are brought with your children, and we should hope with yourselves, they ought to be the peers in every respect of the members of any profession. But in this democratic country the people have ultimately the management of all such matters in their own hands. You can have just as much talent, just as much culture, just as much refinement, we had almost said—would it be very far astray?—just as much Christian manliness or womanliness in your teacher as you determine to have, are careful to insist upon and willing to pay for.

Thus the blame for any deficiencies must fall primarily upon parents and citizens themselves. Secondly it rests upon the School Trustees, the

people's agents. Do your trustees put up the positions of teachers of your children to be competed for, as has been said, in a kind of Dutch auction, and knocked down to the lowest bidder who can pass muster with the Department? Do they in their advertisements in the papers ask candidates to state salary required, hoping thus to take advantage of some poor fellow's need and save you a few cents apiece in taxes? If so, you and they are clearly those who are doing all in their power to degrade the teacher's calling far below the dignity of the profession, and to fill the school houses with the uneducated and the incompetent, or with the time-server who is making the work a stepping stone to what they regard as the professions.

A SHAKSPEARIAN READING.

[A. LARSEN, COPENHAGEN, JAN., 1886.]

In 'Macbeth,' Act I sc vi, Banquo, in describing the pleasant situation of Macbeth's castle, says (according to the reading now universally accepted)

This guest of summer,
The temple-haunting martlet, does approve
By his loved mansionry that the heaven's breath
Smells wooingly here.

The reading of the folios is *mansionry*, the correction to *mansionry* being due to Theobald. Pope in his second edition proposed *masonry*, which was adopted by Haumer only of all editors old or modern, indeed, as far as I have seen, they have, one and all, considered it altogether below their notice. Now this is to me perfectly astonishing. The original reading being evidently a misprint, a correction was inevitable. Two are proposed, the one no more violent than the other (omitting a letter in the one case, inserting one in the other), the one (*mansionry*) gives us a well known word and a most excellent meaning, the other a word which is no word at all, a word never seen or heard before or since, but simply coined for the occasion, and badly coined, indeed, a word, in my opinion, next to impossible. I am very much mistaken if the whole language affords one single instance of a word being formed by adding the termination *ry* to another word ending in *sion*. The choice between these two readings, then, one would think, could not be doubtful. And yet the fact is that *mansionry* has been almost unanimously preferred by editors to *masonry*. How is this to be accounted for? The only explanation I can think is that none of these editors has ever seen, or taken particular notice of, a swallow's nest, otherwise they would have known that it really is "masonry" and, moreover, that this is a striking peculiarity, distinguishing the swallow's nest from those of most other birds.

I submit, then, that Pope's reading ought to be reinstated, and the quasi-word *mansionry* once for all dismissed from the English dictionary.—*The Bookman*.

GREATEST LAKE IN AMERICA.

Capt. C. E. Dutton, of the U. S. geological survey, has been recently engaged in making a study of Crater Lake in Oregon, and the latest advices received from him show that he has discovered probably the deepest body of fresh water in the country. Leaving Ashland, Oregon, on the 7th of July, his party, escorted by ten soldiers provided through the courtesy of the general commanding the military department of the Columbia, reached the brink of the wall of the lake on the 13th, having brought with them boats so mounted on the running gear of wagons as to bear transportation over a hundred miles of mountain road without injury. The boats bore the transportation without strain or damage, and preparations were at once begun for lowering them nine hundred feet to the water. The steepness of the wall was very great, being at the place selected about 41° or 42°, and the descent partly over talus, above covered with snow, and rocky broken ledges lower down. The boats entered the water quite unharmed. The process of sheathing them, rigging the tackle, and lowering them occupied four days. A couple of days were occupied in making journeys

around the walls of the lakes by boat,—the only possible way,—and in examining the rocks and structures of the wall in its various parts. Next followed a series of soundings. The depth of the lake considerably exceeded the captain's anticipations, though the absence of anything like a talus near the water line already indicated deep water around the entire shore. The depths range from 853 to 1,000 feet, so far as the soundings show, and it is quite possible and probable that depths both greater and shallower may be found. The average depth is about 1,400 feet. The descent from the water's edge is precipitous; at four or five hundred yards from shore, depths of fifteen to eighteen hundred feet are found all around the margin. The greatest depths will probably exceed two thousand feet, for it is not probable that the lowest point has been touched. The soundings already made indicate it as being the deepest body of fresh water in the country.—*Science*.

NEW BRUNSWICK'S EXHIBIT.

The Canadian Educational Court at the Colonial Exhibition is to the visitors a striking evidence of the Dominion's intellectual development. Ontario's fine display of education appliances is admirably situated at the end of the Canadian machinery annex—by-the-by, the only country that has machinery in motion. Off the Ontario Court, and at the end of the New Zealand section, is the Quebec, Nova Scotia, and New Brunswick school display, and a fine exhibit it is—books, maps, drawing, needle-work, and models—thus illustrating the actual work done in the schools. Each of these provinces has a commissioner in attendance to give to visitors any information they may require, and to take care of the objects and otherwise do what he can to give Canada and her universities, colleges and schools all possible prominence. In this respect, the Dominion is very well served, because she has at South Kensington intelligent and energetic men; which is saying a good deal, inasmuch as it is not only in the Intercolonial display of objects that there is a keen competition, but also in the effort to give them prominence, and in this matter Canada, by her several representatives, is excellently attended. Her press room, in which there are a large number of Canadian journals, is well patronized by the visitors, and on the walls there is a good collection of photographs illustrative of the towns, buildings, and scenery of New Brunswick. This Province has also a magnificent trophy of forestry to show the quality and use of her various kinds of timber, as well as the feathered and four-footed game still so abundant. In this unique structure there is, first, the different kind of logs with their bark on, secondly, the rough planks, with the leaf and flower of each tree; then the saplings, and above them the polished boards to show the use they could be put to in manufacture; and the edifice is crowned with birds and animals, the structure, as a whole, attracting a good deal of public attention.—*Canadian Gazette (London, Eng.)*

INFLUENCE OF BAD BOOKS.—Bad books and vicious literature are to be found everywhere. The first leaves of the most atrocious and sentimental fiction published are scattered broadcast in the vicinity of our school houses. These sheets are distributed purely in the business interests of those who reap profit by engendering morbid and depraved appetites for the perusal of murderous adventures, pistol and fainting episodes, monstrous and impossible incidents of love, lust, and so called virtue. The demoralizing influence of bad literature is difficult to exaggerate. Its effects upon the young mind are disastrous in the extreme, destroying all relish for the business of the school, and sapping and weakening the purpose or energy required to perform the most common duties of life. How often teachers point out to me inefficient and ambitionless boys or girls, with the sad explanation, "he or she is a novel reader." The remark simply but significantly explains the listlessness and stupidity of youths who have become so unfortunate as to fall into this horrible net. The ability to read, as one says, is the tree of knowledge of good and evil. The child who plucks from this tree only to partake of the knowledge of evil is lost indeed.—*New England Journal of Education*.

CURRENT THOUGHT.

The great need of our people is the diffusion of more educated men and women among the rank and file of our people. We are too far below the possible realization of Christian civilization. We have not yet, in Christian society, the application of Gospel principles to the life of the nation. No human power is to have more influence in securing this better life than that of woman. Mothers should see that their daughters are educated in view of the privileges provided for young men.—*Dr. A. W. Sawyer, Pres. of Acadia College.*

One of the most important studies for all persons is that of written language, for language is the medium by which knowledge is communicated and preserved. Language in the hands of one who uses it with precision and accuracy, is the means of instructing, convincing, and persuading; its misapplication on the other hand, often leads to confusion in our ideas and to many of the gravest errors in the science of morals, legislation and other kindred subjects. Of the importance of accurate and precise language in the matter of legislation, the following illustration will, I think, be deemed conclusive. The late Hon. Caleb Cushing, of Massachusetts, spent the larger part of his mature life as a member of legislative bodies. For years he was the mentor of the Massachusetts Legislature, at a time when his politics put him always in a minority on any political measure. Yet he saved the State from much unconstitutional legislation by his power of command over the English language. It has been said that no suit at law is known to have been brought into court by any lawyer, in which the success of the suit depended on proving to be unconstitutional or defective, any statute of which Caleb Cushing had the control in the committee which framed it. He was able to say, and to assist legislators to say, so exactly what was meant, that no clear-headed advocate could misunderstand the statute, or find a flaw in it by which to sustain a lawsuit. The explanation of that power of his of precise utterance, as given by those who knew him best, is, that he read and conversed in a half a dozen languages, and made language the study of his life.—*Prof. Bridges, U. N. B.*

CURRENT NOTES.

While the movement for the higher education of women is making rapid progress in America and in several European countries it has met with a decided reverse in Prussia. The Minister of Education there has decided that in future women are not to be admitted either as students or even to attend the lectures of the Prussian universities. The reasons for this backward step have not been announced.

Of desultory reading, Mr. Frederic Harrison wisely says:—"A habit of reading idly debilitates and corrupts the mind for all wholesome reading, the habit of reading wisely is one of the most difficult habits to acquire, needing strong resolution and infinite pains; and reading for mere reading's sake, instead of the good we gain from reading, is one of the worst and commonest and most unwholesome habits we have."

Truly this is an age of discovery. The Christian Philosophical Institute, of London, has just published a pamphlet to show that the Romish Cardinals in 1610, were "scripturally, philosophically and practically right," that Galileo was "absolutely and probably"—that is good—"in the wrong;" and that if the earth moves "the Almighty Creator was totally ignorant of the fact," and man with his ingenuity has never been able to prove it."

A CONSERVATIVE GROWL.—If all the suggestions about popular education are adopted, the daily curriculum of the public school will be about as follows. One hour sewing, one hour washing and ironing, one hour cooking, one hour table-setting and other branches of housekeeping, one hour music, one hour dancing, one hour painting, one hour modeling and sculpture, one hour reading, one hour writing, one hour arithmetic, one hour book-keeping, one hour industrial education, one hour civil government, one hour each on geography, algebra, trigonometry, Latin, German Greek, botany, astronomy, tariff and free trade, farming and the weather. If the scholar of 1800 has any time to spare, probably some enthusiast will suggest the study of electricity, aerial navigation, and the nebular hypothesis. Don't crowd the children.—*Norwich (Conn.) Bulletin.*

WRONG IDEAS OF EDUCATION.—We are in the habit of pointing to popular education as a panacea for the ills of human society. This is well enough, provided we have the right kind of education to point at. In this respect we should not be blind to the fact that the aversion to manual labor among our young people has grown up under the very system of popular education we now have. The impression is spreading among them that education is to teach them, mainly, how to get along in life, and, if possible, how to get rich without hard work. How many boys without means are there who, having learned to write a good hand, think it beneath them to make a living in any other way than with their pens, or, having learned to add up sums and to calculate interest, would think themselves degraded if they did any rougher work than mark pieces on goods or keep books, and, doing this, wear nice clothes and keep their hands white? And thus it is that the young men, shunning farm and workshop, crowd the cities and haunt stores and counting rooms for employment in constantly increasing numbers; while it is a notorious fact that the American people, and people born and raised upon American soil, turn out so small a proportion of artisans and manual laborers generally that we have to look in a large measure to foreign immigration to supply that want of society.—*Carl Schurz.*

VALUE OF ENGLISH CLASSICS.—As combining mental discipline with the commonest utility, the study of the English language and literature is unsurpassed. It is not necessary that the average American girl be a linguist in Latin, or Greek, or French, or German, or Spanish, or Italian, or profoundly versed in any of these literatures; but it is necessary that she be able to write and speak her own language with correctness and fluency, and that she be not ignorant of those literary productions of which the English-speaking world is proud. There is in the great English masterpieces an educating power, of which teachers in general have little conception. Merely to be able to read the best passages aloud, with just appreciation and appropriate vocal expression, is no insignificant attainment; yet it should be insisted upon as an essential prerequisite to a diploma. And why should not these great works be made the foundation and the material for linguistic and rhetorical study, as the masterpieces of Greek writers have been from time immemorial? Form and style aside,—and perhaps we ought not to accept these,—is there any thing in Æschylus or Sophocles richer than in Shakespeare; anything in Homer grander than in Milton; anything in Demosthenes nobler than in Chatham, Burke, or Webster? anything in Plato superior in moral beauty to the utterances of Moses, or David, or Job, or Solomon, or Isaiah? Why, a thorough understanding of the three great English classics,—the Bible, Shakespeare, and Milton,—would be better than the entire education given in nine-tenths of the so-called colleges. A systematic and progressive study of the English language and literature through four years seems to me one of the most desirable features in any institution for the superior instruction of American women.—*Honor B. Sprague.*

A SOLUTION OF THE TEXT-BOOK QUESTIONS.—I do not hesitate to say that in judgment we shall, sooner or later, find the remedy for text-book evils in free text-books. A common-school education is well nigh free to the children of this state, but not wholly free. While our constitution guarantees a common-school education to every boy and girl, it is nevertheless conditioned upon his ability to buy the necessary books; he is furnished, free of charge, a comfortable house, a comfortable seat, a competent teacher, ink, pens, crayons, and other accessories of school work; but he must buy his own book or be barred from school privileges. This he is required to do at a cost almost three times as great as it would cost the school district to buy it for him.—*State Sept. Accrs., Iowa.*

PERSONAL.

Inspector Carter is visiting the Schools in Charlotte County.

Mr. A. C. A. Daine, of Barrington, inspector of schools for Yarmouth and Shelburne districts, died at Boston.

Mr. John Britton, the energetic teacher and botanist of Petticoatic, discovered seven species of flowering plants, new to the Province, on the St. John River during the past summer—a well spent vacation.

Mr. W. D. Rankin, who had the degree of B. A. conferred on him at the N. B. University last June, expects to leave here during this coming month for Edinburgh, Scotland, where he enters a medical college for the pursuit of studies connected with his intended profession. Mr. Z. Nason is shortly to give up school here, for the purpose of entering the College of Physicians and Surgeons in Baltimore, Md.—*Woodstock Sentinel.*

In conferring the degree of D. C. L. George Stewart, jr., of the Quebec Chronicle, King's College, Windsor, has taken the lead, says the Montreal Gazette, among our seats of learning, in honouring literature for its own sake. McGill College has already, it is true, made M. Fréchet a Doctor of Laws, a graceful compliment from Anglo-Canadian culture to French Canadian genius. But Dr. Stewart is the first Anglo-Canadian *literateur* whose worth has been recognized by an Anglo-Canadian university.

QUESTION DEPARTMENT.

Knowing well that a large number of teachers through the country can not reach all the books that are necessary as references, the JOURNAL will contain a column devoted to the answering of questions. It is desirable that the questions be stated particularly and written legibly to avoid any mistakes occurring in the answers. The questions should be confined to school work and not to general subjects, as this paper is to be purely a school journal. In opening this column it is necessary to have the hearty co-operation of teachers to make it a success. Any question on theory will be answered in the editorial columns. All questions will be answered as promptly as they can be, but we do not bind ourselves to answer in the next issue after receipt of question. The same privilege is extended to subscribers other than teachers. All communications should be addressed "QUESTION DEPARTMENT," JOURNAL OF EDUCATION, St. John, N. B.

TEACHERS BUREAU.

Under this head trustees and teachers will find it advantageous to make known their wants, in order to communicate with each other. Trustees in want of teachers may send us their names in confidence, merely stating the district or section in which a teacher is needed. Teachers, also, in need of situations may send us their names, either to be published or in confidence, merely stating that they are open for an engagement, stating class, etc. Twenty-five cents will secure an insertion for two months. Teachers and trustees will notify us as soon as their object is secured.

WANTED.—A situation as teacher. The applicant is a graduate of the University of N. B., and intends to apply for Grammar School license in December next. Address "R. F.," in care of the editor of the JOURNAL.

WANTED.—A situation as Teacher. The applicant is a First Class Female Teacher of experience, and capable of teaching English and French. Address—1st Class Female Teacher, care of the Editor of the JOURNAL OF EDUCATION.

WANTED.—A situation is desired by a Second Class Female Teacher, during the ensuing term. Address—A. H. W., St. Stephen, N. B.

New Brunswick Journal of Education.

SAINT JOHN, N. B., SEPTEMBER 2, 1880.

TO OUR FRIENDS.

The present number completes a full quarter's issue of THE JOURNAL—seven numbers in all. The publication of a paper in the interests of education, in this Province, was begun with some misgivings as to its ultimate success. We are more hopeful than we were three months since, and this hopefulness is justified by the measure of success which has so far attended the publication of THE JOURNAL. Subscriptions have come in so rapidly that our list of actual subscribers now embraces nearly one-half of the teachers of the Province, and the list is daily receiving additions. Besides, the encouraging letters that we are constantly receiving justify the hope that it meets a want, and that its friends will make an effort to increase its circulation. We can employ no agents to push it. THE JOURNAL must depend upon the good offices of its friends to make it known. If you wish an extra copy to send to a friend write for it. If the address on your paper does not bring it to you regularly, send a postal card with the correction, (giving Post-Office and County) plainly written, and it shall be immediately attended to. If you have failed to receive back numbers notify us and they will be promptly forwarded. Take a more cordial interest in THE JOURNAL by writing for its columns upon any subject upon which you feel that you can be helpful to other teachers. If there are questions you would like to have solved keep the "Question Department" full each week.

Twenty-six numbers of THE JOURNAL are sent for the small sum of fifty cents, or twelve and a-half cents a quarter. This rate is so very low that we have sent the paper to all teachers whose addresses we have been able to procure, confidently expecting that they will enroll themselves as subscribers. Many have done so, and many subscriptions are coming in every week. Will those from whom we have not heard not delay any longer but notify us of their full address and send their subscription, so that by the completion of another quarter, our list may embrace all the teachers of the Province? The most convenient way to send is for two to join in remitting one dollar. If you must send stamps, try to send one cent ones if possible; but at any rate send, so that your name may be placed on our book as a subscriber.

TALKS WITH TEACHERS.

It is impossible to estimate the value of judicious encouragement in the management of pupils. Teachers who fret and scold over their work not only lose temper and health but retard the progress of their schools. Educators should remember that it is only by laborious and persistent effort that they have gained knowledge and the power to impart it, but they too frequently forget the arduous steps by which they climbed, and expect their scholars by a series of rapid bounds to arrive to the place on which they themselves now stand. A moment's consideration will show the folly of this, and will also lead the wise teacher to show the utmost patience and sympathy to those who are plodding slowly and wearily upward. There is no royal road to learning. Not only this but the path is year by year becoming more and more difficult because of the increase of knowledge and the addition of new branches to the curricula of schools and colleges.

But extend this matter of encouragement beyond the school walls. Teachers can aid each other very much by dwelling upon what is most cheering and satisfactory in the work of their

schools instead of what is depressing and discouraging. Especially should this be the case in the County and Provincial gatherings of teachers. The incapacity of school officers, the apathy of parents, the carelessness and indifference of pupils, the poverty of teachers, are evils that undoubtedly exist in our Province and elsewhere, but none of them are cured by tirades in the public press nor by vigorous declamations before an assembly of teachers. They, as well as other existing grievances, can be better cured by intelligent and well-directed effort both collectively and individually; collectively, by teachers doing all in their power to assist and encourage each other in elevating their calling; individually, by aiming to remove ignorance and prejudice in their respective districts by the exercise of tact and intelligence.

"N. W. B."—Your contribution received, and will appear next number, as well as the answer to your question which was received too late for this issue.

CURRENT LITERATURE.

THE BOOK-MART.—This is a monthly periodical which aims to keep its readers posted on literary and library intelligence from all parts of the world and from all sources. The three numbers that we have already received—for June, July and August—furnish a most interesting and valuable resume of books, ancient and modern, rare and curious, with delightful chats about authors, their lives and works, and with reviews of matters fresh and new in literature. Its purpose is also to serve as a medium for the purchase and sale of books. No library can be regarded as complete without this interesting and valuable magazine. Price \$1.50. Book-Mart Publishing Company, Pittsburg, Pa.

SCIENCE is an illustrated weekly journal published by the Science Company, 47 Lafayette Place, New York. It presents its readers each week with current scientific intelligence and articles of great value to those who would keep abreast of the scientific progress of the age. Its great value to educators consists in its valuable articles on educational topics and methods. To the teacher the information it gives each week on geography is worth the price asked for it.

EDUCATION—LIFE.

C. E. BLACK.

The education of the young is not simply ornamentation. It is the narrowest view that can be taken of education to deem it a mere process of bestowing accomplishment, finish, polish, and that sort of thing. Let it be understood, far and wide, that he who entertains such a pinched idea of such a broad and grand subject can never be an effective worker in its interest.

Education is usefulness itself. Its aims and functions are vital in their importance and consequences. Its results are not mere helps to mental enjoyment, pleasure, or pastime, but they are results which enter into the pupil's existence and become a part of his life. A good teacher works upon the pupil's life as a mechanic or manufacturer works upon his crude material; and the physician attending by night and day a critical patient has no more intimate, direct, or immediate dealings with the human life than has the efficient teacher of boys and girls.

Education is the very quintessence of the practical; the man who first made the word knew well the nature of the thing he would express. The leading forth, or developing, of childhood into youth, and of youth into manhood or womanhood, is accompanied by, founded in, fraught with, and inseparable from the idea of use. If it be true that "life is real, life is earnest," it is equally true that education, so identified with life, is just as real and just as earnest.

Pause and think. What does education do for us? The man with the pinched-up view proceeds to reply that it prepares us for a higher social standing, it improves our conversational powers, makes us entertaining to others, qualifies us for official position, and guarantees us an intellectual instead of a commonplace existence among men. Is this true? Yes; but it is only a small portion of the truth. The man with the perfect conception of education then adds: Why, education does more than that,—it has much greater depths, it goes to the very innermost springs of our being, it moulds life as a potter his clay, it is not superfluous, nor gratuitous, nor complementary in its nature, but it is useful, necessary, vital, and indispensable; it is in the widest sense preparatory because it puts into our hands both implements for peace and weapons for conflicts.

If people, and particularly teachers, would banish from their minds the idea that education is essentially superficial or ornamental in its aim, better work could be done. The ornamentation and polishing effects are mere incidental phenomena of the great undercurrent of education proper. Education in its highest form permeates every act and habit of life, is present at every step in business, controls every utterance, and shapes everyone's destiny.

Do not speak of education as an accomplishment of life;—it is rather life itself.

HOME EDUCATION.—The greatest defect in our educational system is in the home department. The children are neglected and perverted there. Inordinate greed of gain, insatiable lust of power, and insane love of luxury and ease are gnawing like a canker at the vitals of the nation. Would that American mothers knew their power and felt their great responsibility. There may be hope in the greater number of girls in our high schools, and in the general opening of our higher institutions of learning to young women—there may be deeper significance in these tendencies than is yet apparent; but a large part of all the effort in this direction must be waste without a good foundation in the home training of the girls. First of all comes training in right physical habits. Good health is a chief corner-stone of a right life. Then the course of training should contain long-continued and oft-repeated lessons in obedience, self-control, truthfulness, modesty, simplicity of manners and dress, reverence, and regard for the rights of others. A very important branch and one never to be neglected is industry. A girl reared in idleness rarely becomes a good woman. Every girl, no matter what her pecuniary condition or prospects, should be trained in such domestic arts as sweeping, dusting, mending, stewing, baking, etc., not alone to acquire these arts, but mainly to form habits of industry and efficiency. Hand-work is an efficient, almost an essential means of character-building.

A genuine revival of home education is the great need of the present day.—Ohio Educational Monthly.

THE BAPTIST SEMINARY.—At a recent meeting of the Union Baptist Educational Society, it was decided to accept the offer of St. Martins and locate the Baptist Seminary in that village. Capt. G. W. Masters offers \$10,000 toward that object and it is believed that other residents of the place will supplement this by subscribing an equal amount. While the buildings are being constructed at St. Martins the Seminary will be continued in this city.

THE SCHOOL EXHIBIT.—The St. John Board of School Trustees, because of the interest taken in the New Brunswick school system, by the Marquis of Lorne, sent a letter through their chairman, Hon. John Boyd, asking the Marquis to accept the work now on exhibition in London from the Victoria school. The chairman has received the following reply:

KENSINGTON, London, Aug 9, 1880.

My Dear Mr. Boyd:

Your letter was very gratifying to me, and I shall much value the token of remembrance of your great school, my visit to which, five years ago, has always been a very pleasant recollection to me. Believe me,

Yours truly,

LORNE.

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FIRST FLOOR.—Visitors to Saint John this Fall are cordially invited to the Ladies' and Misses' Room to inspect the Novelties in this large and Varied Department. Cottons in Dressmaking, Flowers, Feather, Hats, Hat Pins, Baby Linen, Child's Robes, Bibs, English and French Corsets. All orders for Millinery executed in the most fashionable styles. Silks, Muslins, Velveteens. The Silk Department will at all times be found well assorted with the standard makes. Bridal and evening Silks and Satins a Specialty. Court-aud's Waterproof Capes in all widths and Qualities. Um-

brellas and Sunshades in great variety. Jerseys and Wool Goods. Cloth, Shawls, Furs, Ladies' Mantle Cloths, Ladies' Ulster Cloths. We are now showing in the Latest and most fashionable makes and colourings, cloths for gentlemen and boys wear in stylish goods of English Scotch, Irish and Canadian Manufacture. Mantles and Ladies' Rubber Garments. Our Mantle Department will be found well assorted at all seasons of the year with Dolmans, Wraps, Ulsters and Walking Jackets. In connection with this Department we keep all materials for reproducing any of our model gar-

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THE Scholarships for the Counties of Victoria, Kings, Charlotte, Albert, Northumberland, and Gloucester are now vacant. For calendars apply to the Registrar, Fredericton, N. B., Aug. 14th. J. D. HAZEN.

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Carleton County Teachers' Institute.

THE Ninth Annual Meeting of the Carleton County Teachers' Institute will be held in Woodstock on Thursday and Friday, the 16th and 17th Sept. next. A good programme will be presented, and an interesting and profitable meeting is anticipated.

By order of Com. of Management. Woodstock, Aug. 23, 1886.

Kent County Teachers' Institute.

THE Annual Meeting of the Kent County Teachers' Institute will be held in Richibucto on Thursday and Friday, the 9th and 10th of Sept. next. The Chief Superintendent of Education will be present and will, with others, address a public meeting on Thursday evening. Jas. McIntosh, Sec.-Treas. Richibucto, Aug. 27th, 1886.

ELEMENTARY NATURAL SCIENCE.

It is a mistake to try to teach any science as a science in our elementary or secondary schools. Natural science should be taught as one subject. So far as possible the pupils should make their own apparatus and collect their own specimens.

I would introduce natural science teaching very early into the primary course with special reference to the cultivation of the powers of observation. The facts learned may be of little value, but in addition to the cultivation of the powers of observation may come language training. Nothing offers better facilities for it.

While I myself would first introduce the study of plants, I would by no means insist that my teachers should do so. I would only insist that after having a fair time to qualify themselves for the work, they should take up something in the way of the study of nature and that that something should be made profitable to their pupils. I would insist that all primary and grammar school teachers do something in this line, and I would insist that it be studying nature and not books. Later on, in the high school, I would use books. I would use as many as I could get. If I could I would have a dozen or more different ones upon each subject that the pupils could consult at will. I would teach topically and have the pupils use the books as reference books only. The time spent upon one topic might be a day or a month. I would continue it so long, and only so long, as I judged it to be the most profitable work for the class. I would not feel under any obligation to pursue a topic longer because I had not covered all the ground that the text books did, nor to discontinue it because I had covered all that ground.

Very likely some one may ask what kind of an examination would your pupils pass? That would depend upon the nature of the examination. Generally they would not be able to pass a Regent's examination, but they would pass an examination that those who could pass the Regent's examination could not pass. If the object of teaching is to prepare pupils to pass examinations my ideas upon this subject of science teaching, and for that matter, upon teaching in general, are radically wrong, but if the object of school is to train pupils to see accurately, to reason correctly, to be thoughtful and self-helpful, then I have faith that my theory is right, however I may err in applying it.—*Supt. Williams, Glen Falls, N. Y.*

ROOM AT THE TOP.

The following article from the pen of the late Dr. J. G. Holland, is recommended to the careful perusal of every young man:—

To the young men annually making their entrance upon active life, with great ambitions, conscious capacities and high hopes, the prospect is, in ninety-nine cases in a hundred, most perplexing. They see every avenue to prosperity thronged with their superiors in experience, in social advantages, and in the possession of all the elements and conditions of success. Every post is occupied, every office filled, every path crowded. Where shall they find room? It is related of Mr. Webster that when a young lawyer suggested to him that the profession to which he had devoted himself was overcrowded, the great man replied: "Young man, there is always room enough at the top." Never was a wiser or more suggestive word said. There undoubtedly is always room enough where excellence lives. Mr. Webster was not troubled for lack of room. Mr. Clay and Mr. Calhoun were not crowded. Mr. Evarts, Mr. Cushing, and Mr. O'Connor have plenty of space around them.

The first years of every man's business or professional life are years of education. They are in-

tended to be in the order of nature and Providence. Doors do not open to man until he is prepared to enter them. The man without a wedding garment may get in surreptitiously, but he immediately goes out with a flea in his ear. We think it is the experience of most successful men who have watched the course of their lives in retrospect, that whenever they arrived at a point where they were thoroughly prepared to go up higher, the door to a higher place has swung back of itself and they have heard the call to enter. The old die, or voluntarily retire for rest. The best men who stand ready to take their places will succeed to their positions and its honors and emoluments.

The young men will say that only a few will reach the top. That is true, but it is also true that the further from the bottom one goes, the more scattering the neighborhood. One can fancy, for illustration, that every profession and every calling is pyramidal in its living constituency, and that while only one man is at the top, there are several tiers of men below him who have plenty of elbow room, and that it is only at the base that the men are so thick that they pick the meat out of one another's teeth to keep them from starving. If a man has no power to get out of the rabble at the bottom, then he is self-convicted of having chosen a calling or profession to whose duties he has no adaptation.

The grand mistake that young men make during the first ten years of their business and professional life, is in idly waiting for their chance. They seem to forget, or they do not know, that during those ten years they enjoy the only leisure they will ever have. After ten years, in the natural course of things, they will be absorbingly busy. There will then be no time for reading, culture and study. If they do not become thoroughly grounded in the principles and practical details of their profession during those years; if they do not store their minds with useful knowledge; if they do not pursue habits of reading and observation, and social intercourse, which result in culture, the question whether they will ever rise to occupy a place where there is room enough for them will be decided in the negative.

The young physicians, and young lawyers who sit idly in their offices, and smoke and lounge away the time, "waiting for something to turn up," are by that course fastening themselves for life to the lower stratum, where their struggle for a bare livelihood is to be perpetual. The first ten years are golden years, which should be filled with systematic reading and observation. Everything that tends to professional and personal excellence should be an object of daily pursuit. To such men the doors of success open of themselves at last. Work seeks the best hands, as naturally as water runs down hill; and it never seeks the hands of a trifter, and of one whose only recommendation for work is that he needs it.

In the realm of eminent acquirements and eminent integrity there is always room enough. Let no young man of industry despair because his profession or calling is crowded. Let him always remember that there is room enough at the top, and that the question whether he is ever to reach the top, or rise above the crowd at the base of the pyramid, will be decided by the way in which he improves the first ten years of his active life in securing to himself a thorough knowledge of his profession and a sound moral and intellectual culture.

PROFESSOR BYSTROY has recently examined 7,478 children in the schools of St. Petersburg, and finds that 11.6 per cent. suffer from headache. He regards it as due to irritability of the brain, brought on by the excessive forcing of the education.

Westmorland County Teachers' Institute.

WESTMORLAND County Teachers' Institute will meet in the College Memorial Hall, at Sackville, on the 10th and 17th of September, 1880.

PROGRAMME:

FIRST SESSION, THURSDAY, 10 A. M.

Enrolment of Members, Reports and Election of Officers.

SECOND SESSION, THURSDAY, 2 P. M.

"School Apparatus," by Mr. Geo. J. Gullón.
"The Personal Influence of the Teachers in Moulding Character," by Miss Alice Adams.

THIRD SESSION, FRIDAY, 9 A. M.

"The Teaching of the Three R's," by Miss E. C. Dolron.
Address by the Chief Supt. of Education.

FOURTH SESSION, FRIDAY, 2 P. M.

"How to Elevate our Profession," by Mr. J. Brittain.
Practical Questions in Teaching and School management, and their Answers.

The Committee have also secured the promise of a paper on "Proper Names" from A. D. Smith, Esq., A. M., Professor of Classics in Mt. Allison College, and also an address on "Natural Science" from Rev. John Burwash, A. M., Professor of Science in the Law Institution.

EXHIBIT OF SCHOOL WORK.

Prizes will be given to Departments and Schools making best exhibit of Work in Industrial and Map Drawing, Letter Writing, Arithmetic and Book-keeping. Prizes will also be given to pupils showing best works. Each specimen should show the name, grade and age of the pupil, and the name of the school.

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Special facilities will be afforded to ladies wishing to pursue the full undergraduate course, and to teachers who may need to teach during the Summer Term. One or more cash prizes will be offered for competition at the Matriculation examinations, to commence on the 3rd day of September next. Intending students are invited to correspond with the President.

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As the policy holders contributed the entire capital they enjoy the entire profits, while in stock companies they receive only a part of the profits, the balance going to the stockholders.

The Ontario issues low rate term policies, endowment policies and those on the ordinary life plan, a distinctive feature of its policies being the surrender value slips guaranteeing an amount in cash or paid up assurance should the assured wish to discontinue his payments.

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Teachers will find it to their advantage to examine the plans and rates of this company before placing their business elsewhere

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THE NEW YORK LIFE INSURANCE COMPANY.

JANUARY 1st 1886

Amount of Net Cash Assets, January 1, '85	\$57,833,998.43	Paid policy-holders and their representatives	\$89,067,414.38
Income during the year	16,121,174.74	Assets held as security for policy-holders	\$ 851,321.83
Market value of securities over cash	3,351,707.51	Total amount paid policy-holders and now held in trust for them	153,901,763.90
Cash paid for matured endowments, annuities, death losses, &c. &c.	10,444,533.19	During the 41 years of the Company's existence its interest earnings have exceeded its total death-losses by over two and a half millions. The total of each item are as follows:	
Net Assets	69,904,321.22	Interest receipts	\$30,723,807.09
Surplus above all liabilities by the New York State Standard, at 42 per cent.	13,215,014.91	Death-losses	33,927,703.69
During the year 18,536 policies have been issued, insuring	6,821,432.00	Accruals of interest & co expenses of management	11,333,723.01
Amount received from policy-holders	141,018,012.88		

DAVID BURKE, Esq., Montreal, General Manager for Canada.
 H. A. AUSTIN, St. John, Manager for New Brunswick.
 Messrs. COWIE & EDWARDS, St. John, Insurance Brokers Local Agents for the City.