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# THE NEW BRUNSWICK JOURNAL of EDUCATION.

DEVOTED TO THE INTERESTS OF TEACHERS.

Vol. 1.

SAINT JOHN, N. B., JULY 8, 1880.

No. 3.

**New Brunswick Journal of Education**

SAINT JOHN, N. B.

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GEO. U. HAY, P. R., - - - - - Editor  
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.

## COUNTY INSTITUTES.

## ST. JOHN COUNTY.

The annual meeting of the St. John County Teachers' Institute was held June 24th, in the Centennial school building. The retiring president, Mr. W. P. Dole, addressed a few words to the teachers, thanking them for the generous courtesy extended to him while he had been president of the Institute and during his performance of the duties of inspection of schools. The election of officers was proceeded with, and resulted as follows:

President—W. M. McLean, A. B.  
Vice-President—F. H. Hayes.  
Secretary-Treasurer—J. W. Hickson, A. B.  
Additional members of the executive committee—Miss Katie Kerr, Portland, and Miss Annie M. Hea, of St. John.

Mr. H. Town, principal of the Centennial building, read a paper on the Courses of Instruction in Primary Schools, describing, in the opinion of the writer, the best methods to pursue in the teaching of word building, composition, form, print, and print script, industrial drawing, mathematics, geography, history. Mr. Town touched upon all these subjects, giving prominence only to such parts of them as he considered most important to teachers. The paper was well written and contained many valuable "hints" and "helps" to teachers, especially to those who have recently entered the profession.

At the suggestion of Inspector Carter, several lady teachers engaged in primary work took part in the discussion which was of a very interesting and practical character, so much so that when an adjournment was moved at 4 p. m. it was lost almost unanimously. Among the ladies who took part in the discussion were Miss Hea, Miss Barlow, Miss Nugent, Miss Murphy and Miss McKay.

The Teachers' Institute met Friday morning at 9 a. m. After routine business had been disposed of, Mr. M. J. McKenna, B. A., was called upon to read a paper entitled, "How to deal with Indolent Pupils." As regards the word "Indolent" Mr. McKenna wished it to be understood only so far as it pertained to school duties or the preparation to home lessons, for it is generally taken in a much wider sense. The first thing to be done was to try to find out the cause of such indolence, for cause it surely had, as children were not generally indolent by nature. On investigation it would be invariably found to proceed from one or other of the following causes: The teacher himself; the parent or a sluggish vacillating disposition of the pupil. The manner, he said, by which teachers gave cause for indolence to their pupils was, as regards home lessons, in assigning a certain amount of work to be done by the pupil whilst home as a preparation for next day's work in school and through indifference or otherwise, neglecting to take the necessary means to find out whether such work had been satisfactorily done or not. This Mr. McKenna assigned as one of the most fruitful causes of non-preparation of home lessons. The best and only means to deal with such indolence as this, he said, was to ascertain by a careful, systematic examination whether the assigned or prescribed work had been prepared or not and if not to take the necessary means to enforce its preparation. In regard to indolence in school work, the teacher, he said, often caused it by an injudicious mode of instruction or questioning, in making himself a mere talking machine or in asking questions which required for an answer neither thought nor attention. Parents foster this indolence in their children by keeping them running errands and otherwise employed when they should be preparing their home lesson; also by a mistaken idea of kindness in writing for them excuses to the teacher upon the slightest pretext or whenever the children desired them to do so. As a remedy for this Mr. McKenna assigned home visitation by the teacher. As to that indolence which proceeded directly from the pupil's indisposition to study from whatever cause arising the teacher, he said, should ever manifest the greatest vigilance and interest in his work and should never fail to show, in a forcible manner, that he notices such lack of preparation or attention to study by the pupil with displeasure and should try expedient after expedient but always with kindness, firmness and prudence. This, he thought, would be sufficient to cure

the indolence of any ordinary pupil and set him on the rugged but pleasant path of study. Mr. McKenna was listened to with attention.

A discussion followed, after which Miss Grace Murphy read a paper on "Primary Geography," which is published in this issue of the JOURNAL. Resolutions of sympathy for the late D. O. C. McGilchrist, moved by D. P. Chisholm and seconded by Mr. Hay, were carried.

The next meeting of the Institute was appointed for the last Thursday and Friday of October, 1887.

Mr. J. E. Denn then read an instructive and valuable paper on "Canadian History," which was well received.

A motion was carried that the business of the meeting be suspended for a short time for the purpose of introducing a resolution that the teachers of this Institute convey to Mr. Dole the esteem in which he is held by them, coupled also with their best wishes in recognition of the many pleasing recollections during his term of service as Inspector. The resolution was carried unanimously. After some routine business the Institute adjourned to Mr. J. C. Miles' studio on Germain street, where the teachers listened to a valuable and practical address on drawing.

## CHARLOTTE COUNTY.

The eighth meeting of the Charlotte County Teachers' Institute was held in St. Andrews, June 24th and 25th.

In the absence of the President and Vice-president, Mr. James Vroom was appointed Chairman.

The Institute then proceeded to the election of officers, which resulted as follows:—F. O. Sullivan, President; I. B. Oakes, Vice-president; T. A. Hartt, Secretary-Treasurer; S. W. Hartt, Assistant Secretary. Miss Algar, of St. Andrews, and Miss Alice M. Robinson, of St. Stephen, were elected additional members of the Committee of Management.

Forty-six members were enrolled. The fee was fixed at fifty cents for gentlemen and twenty-five cents for ladies. It is a matter of regret that some of the teachers present did not interest themselves enough in the advancement of their profession to enrol as members.

Mr. Wm. Brodie read a valuable paper on "Oral Lessons," in which he said these should embrace a variety of subjects; that they were important as a means of awakening sympathy between teachers and pupils; that the teachers, to avoid worry and confusion, should be well prepared before attempting a lesson, and that grammar, history, geography and botany should be introduced to the child by means of such lessons.

Miss Annie Veazey opened the discussion. Quite a number of teachers spoke to the subject, and considerable interest was manifested, in fact so much that the Misses Dowling, Dibblee and Veazey were requested to give oral lessons during the afternoon session. There was diversity of opinion in regard to the time to be set apart for these lessons and results obtained from them. Mr. Vroom thought that teachers often measured the success of their work in this subject in a wrong manner. They could not measure it by the amount of knowledge displayed at an examination. The true success of these lessons was found in the strengthening of the perceptive faculty.

After the roll-call and reading of minutes at the afternoon session, an audit committee consisting of Messrs. Brodie, Greenlaw and Burgess was appointed. The committee reported the balance on hand to be \$7.48.

The subject on the programme for the afternoon was called, and, as Mr. Lawson was absent, Mr. S. W. Hartt kindly consented to read the paper on "Health." The subject was well treated and the writer deserves much credit for the very interesting manner in which he presented it. The discussion was well opened by Mr. H. T. Greenlaw. The paper was further discussed by Messrs. Vroom, T. A. Hartt, and Brodie, and the Misses Hanson, Dowling, Veazey and others. On motion, the discussion closed.

At this point the Misses Dowling, Dibblee, and Veazey each gave an object lesson, which was well received by the Institute. These ladies formed a class from the members of the Institute, and very clearly illustrated their method of dealing with such lessons. It would be well if we could have more teaching at our Institutes, and thus give practical application to the methods employed in the various subjects under discussion. After a brief discussion

the Institute adjourned to meet at 9 o'clock on Friday morning.

On Friday morning, after roll call and reading of minutes, Miss Dowling read a practical paper on "Punctuality and Regularity of Attendance." The writer thoroughly ventilated the subject and strongly advocated gentleness on the part of the teacher in both cases. As Miss Fannie Thompson, who was to open the discussion on this paper, was not present, Mr. Brodie was on motion, requested to open the discussion. This paper was followed by a lively discussion, in which many of the teachers participated.

Mr. John Lawson formed a class from the members of the Institute, and took up his paper on "How to Teach Arithmetic, with Special Reference to General Principles." At the conclusion of the paper an adjournment was had for dinner.

When the afternoon session was opened and routine gone through, Mr. Vroom opened the discussion on Mr. Lawson's paper.

Mr. P. G. McFarlane's name was the next on the programme for a paper on "How to overcome the difficulties arising from changes in text books," but the gentleman was not present and had not sent in any paper. The determining of time and place of next meeting was, on motion, left to the Committee of Management. A vote of thanks was unanimously passed to Hon. B. R. Stevenson for his kindness in placing his hall at the disposal of the Institute. Votes of thanks were also passed to officers, readers of papers and openers of discussions. After singing the National Anthem the Institute adjourned.—*Courier*.

## KINGS COUNTY.

A number of teachers assembled at the superior school room Thursday morning at Hampton at 10 o'clock, D. P. Wetmore, Inspector of Schools, in the chair. Thirty-nine teachers enrolled themselves as members, by paying an enrollment fee of 15 cents.

After organizing, the following officers were elected, viz:—President, D. P. Wetmore, Inspector, vice-president, F. S. Chapman, principal superior school, Springfield, No. 2, secretary-treasurer, F. E. Whelpley, principal superior school, Hampton, No. 2; committee of management, the officers named, with Miss Marion Wetmore and Miss Bertha Robertson.

Routine business occupied the time at the first session.

At the second session, C. E. Black read an interesting paper on School Discipline. The following is an outline of the principal points made:—

All will concur with me in the truth of the statement that a teacher, supported with the sympathy, co-operation and good will of the parents, has a greater power for good in a school than one not so sustained. First impressions are lasting. A teacher entering on duties in a new school is, so to speak, a "stranger in a strange land." He must bear himself valiantly. Every teacher should strive to wear a kindly expression upon his face, yea, further, he should be kind at heart. The influence of a teacher is greatly felt by his scholars. They will notice the teacher's every action. Let us endeavor to obtain the love and good-will of our pupils. The teacher should strive to convince the parents that he has a personal interest in the advancement of each child. The teacher should be on friendly terms with every person in the district—not inflicting his company on every family, nor yet bringing himself to the level of every individual. I have found a friendly visit has sometimes done a power of good. Confidence once gained is not easily lost. Let the teacher, therefore, gain the esteem and the confidence of the parents. Although the teacher may feel timid when beginning his work, we assert that he should have confidence in himself. The first thing a teacher should do on entering a school is to study closely the mind and disposition of each pupil. He should study each child's weak points.

The reading of this paper was followed by a discussion, in which F. S. Chapman, C. W. Corey, D. P. Wetmore, F. E. Whelpley, C. F. Alward, Miss Marion Wetmore, Geo. Wetmore, and J. E. Wetmore took an active part.

J. W. Campbell, during the discussion, read an excellently prepared essay on Rewards and Punishments.

The president referred the teachers to the NEW BRUNSWICK EDUCATIONAL JOURNAL.

Adjourned.

No meeting was called during the evening, as business in the senate prevented the attendance of Mr. Crockett, superintendent of education, to deliver an address. He wrote the Institute, very much regretting his absence.

During the afternoon session, 47 teachers were in attendance.

The third session of this Institute opened at 2.30 o'clock A. M., D. P. Wetmore, president, in the chair. The minutes of former sessions were read and confirmed. After the calling of the roll the president introduced F. S. Chapman, vice-president, who read an interesting and instructive paper on Cultivating a taste in pupils for sound English literature.

This paper was followed by a discussion. It was spoken to by J. E. Wetmore, W. A. Somerville, C. W. Corey, C. E. Black, F. S. Chapman and Miss Annie W. Smith.

Wm. Somerville, who had volunteered to read a paper, was introduced to the Institute and read an excellent paper on "The Culture of Teachers."

The last session of the Institute convened at 2 o'clock, P. M., D. P. Wetmore, president, in the chair. After roll call and the confirming of the minutes, it was resolved that the papers by Mr. Somerville and Mr. Chapman be sent to the EDUCATIONAL JOURNAL for publication. [I should have mentioned in yesterday's report that the motions concerning the papers read yesterday were carried.] The president introduced J. E. Wetmore who read a very excellent paper on "Plant Life."

The following participated in the discussion: F. S. Chapman, C. W. Corey, D. P. Wetmore, and C. E. Black.

A vote of thanks was tendered Mr. Wetmore for the excellent lesson on Plant Life.

A short discussion was taken on grammar, introduced by Horace Wetmore.

Resolved, That the Institute convene at Sussex on a time fixed by the committee of management.

A vote of thanks was tendered the trustees and teachers for their kindness in opening the school-room to the Institute.

Resolved, That the paper read by Mr. Wetmore be sent to the EDUCATIONAL JOURNAL for publication.

A vote of thanks was tendered D. P. Wetmore, president, for the agreeable and efficient manner in which he had conducted the Institute. Adjourned.

YORK COUNTY.

We regret that we have not at hand a report of the proceedings of the York County Teachers' Institute.

If any of the members will kindly forward us a report we will gladly publish it in our next issue.

COLLEGE ANNIVERSARIES.

The Eccecnial exercises of the University of New Brunswick were held on Thursday afternoon, June 24. There was a large attendance. Chief Justice Allen represented the College visitor, Sir Leonard Tilley, who was absent. The opening oration was delivered by Prof. H. S. Bridges, A.M. The medals, scholarships and prizes were then presented to the following winners:

- Douglas Gold Medal . . . . . Wm. Murelle
- Alumni Gold Medal . . . . . W. C. Murray
- Lansdowne Gold Medal . . . . . W. C. Murray
- Lansdowne Silver Medal . . . . . W. A. Kerr
- Achromatic Microscope . . . . . W. A. Kerr
- Prize of books for Senior English . . . . . W. J. S. Myles
- French Prize of Books . . . . . Theo. Cushing
- Old Boys Prize . . . . . J. B. Sutherland
- Mathematical Scholarship . . . . . W. C. Murray
- English Scholarship . . . . . W. K. Hatt
- Classical Scholarship . . . . . W. Wilson

The following honor certificates were awarded

SENIOR CLASS.

- Mathematics—W. C. Murray, Kings, W. S. W. Raymond, Springfield, Kings.
- Classics—W. C. Murray, Kings, A. St. G. Richardson, St. John.
- Philosophy—W. J. S. Myles, Portland; William Murchie, Restigouche.
- Science—W. D. Rankin, Woodstock.
- French—T. Cushing, St. John.

JUNIOR CLASS.

- Science—T. D. Walker, St. John; W. A. Kerr, Chatham; G. E. Gimmer, St. Andrews.
- English—W. K. Hatt, Fredericton; J. D. Harrison, Fredericton; L. H. Bliss, Fredericton.
- Mathematics—W. A. Kerr, Chatham; W. K. Hatt, Fredericton.

FRESHMAN CLASS.

- English—J. B. Sutherland, Kingsclear; C. J. Milligan, St. John.
- Science—J. B. Sutherland, Kingsclear; John Kelly, Fredericton; J. Peake, Fredericton.
- Classics—G. R. Wilson, Nashwaaksis; A. McKenzie, Fredericton.

Mathematics, J. R. Kerr, St. Andrews; F. A. Barbour, St. John.

French—C. J. Milligan, St. John.  
Mr. A. B. Boyer, A. B., then delivered the valedictory for the class of '85, after which the degrees were conferred on the following undergraduates and graduates:

BACHELORS OF ARTS.

The following received the degree of B. A. in the order named: W. Murray, W. D. Rankin, W. J. S. Myles, A. A. Brewer, T. Cushing, W. S. Raymond, A. St. G. Richardson, Wm. Murchie, A. K. Neales, O. S. Crockett, H. C. Harrington, J. H. Harris, R. E. G. Smith, A. B. Teed, and A. L. Johnson.

MASTERS OF ARTS.

The degree of M. A. was conferred on C. H. Ludwig, J. A. Steeves, H. G. McFarlane, W. C. Cushing, A. W. Teed, W. F. Ganong, S. Neales, and I. R. Nicholson.

Prof. W. F. Stockley and Prof. S. W. Dyde received the Degree of M. A. *ad eundem*

DOCTOR LIBERAL LAWS.

The degree of L. L. D. (honorary) was conferred on Judge King and L. L. D. (*ad eundem*) on Dr. Harrison.

Dr. Macrae of St. John delivered the oration on behalf of the Alumni Society.

The subjects for the English and Latin Essays next year will be respectively "The relation of Capital and Labor," and translation into Latin prose of the piece taken from Mommsen's History of Rome, beginning with the words "Gifts such as these could not fail," on page 541, and ending with "Rather than for those of war," on page 543.

ALUMNI SOCIETY MEETING.

The annual meeting of the Associated Alumni Society of the University was held at the University, Wednesday evening June 23rd, and was very largely attended. The usual business was transacted.

Messrs. W. B. Carman, G. H. Lee and J. D. Hazen were appointed a committee for the purpose of forwarding and carrying into effect the establishment of an electorship in the University.

The following officers were elected for the ensuing year:

- President, H. S. Bridges, M. A. Vice-Presidents, F. E. Barker, M. A., D. C. L., M. P., G. F. Fisher, B. C. L., Wm. Wilson, A. B., M. P. P. Secretary Treasurer, James A. Vanwart, M. A. Members of Council without office, J. Z. Currie, M. D., W. B. Carman, M. A., L. W. Bailey, Ph. D., G. H. Lee, M. A., B. C. L., Rev. G. G. Roberts, M. A., G. H. Parkin, M. A., Geo. W. Allen, M. A. Members of the Senate, Hon. James Mitchell, E. L. Wetmore, Q. C.

The following gentlemen were enrolled as members of the Society:

- Murray McLaren, M.D., Jas. A. E. Steeves, M.D., H. C. Grant, P. E. Cliff, H. G. Fenety, H. B. Kilburn, H. Bridges and P. G. McFarlane, B. A.

After a number of speeches by different members the meeting adjourned.

CO-EDUCATION.

It is reported that at the annual meeting of the Senate of the University, held on Thursday morning, June 24, that it was decided to admit women to University course hereafter.

We commend the following remarks of Supt. J. W. Dowd, to the consideration of our readers. Praise is somewhat like the greenback,—in order to keep it at its par value, there should never be an over-issue. And when praise degenerates into mere flattery, those who use it are guilty of counterfeiting. To praise a bad pupil into good behaviour is a very difficult performance. Pupils may be so fed with praise as to come to look at it as their right, as a part of their daily bread, which, when they do not receive, they become sullen and discontented. When praise is accepted occasionally, and in the right spirit, it does good. When it is demanded as a right, not in words, but by acts, it is not deserved and should not be given. If the teacher should be sparing in words of praise, much more should he be sparing in words of blame. A pupil cannot be lifted into better behaviour by continual fault-finding.—*Educational Weekly*.

OUR PUBLIC SCHOOLS.—Rev. Mr. McNair, of Ontario, who is supplying St. David's Church, during the absence of the Rev. George Bruce, at the general assembly, has been visiting the city schools on Tuesday and Wednesday of last week, speaking, when asked, with much acceptance. At the Wednesday evening meeting in St. David's Church, he referred in striking terms to the effect on his mind of the opening services in the Victoria High School at its ordinary session that morning, in the song of praise, Lord's prayer and responsive reading of the Scriptures, led by Mrs. Carr, the principal, saying that never before had he been more impressed than on this occasion. The influence and power of the services on the young hearts taking part he characterized as most important, and stated if these were the kind of services held in the public educational buildings of this Province, they would indeed be blessed and bring a blessing upon the land in which they were held. Mr. McNair's testimony is very valuable, coming from one who has had much experience of school work in Ontario. He referred also in warmest terms to the more public exercises of the schools in the Leinster street building, the Victoria, Grammar, St. Malachi's, St. Vincent's, Centennial, St. Patrick's and Albert buildings. We are always glad to have our visitors see what we are doing in this way down by the sea.—*Telegraph*.

The following resolution endorsing the JOURNAL OF EDUCATION was carried unanimously at the St. John County Teachers' Institute:

Mr. Town offered a motion, seconded by Mr. Sweeney, that this Institute endorse the publication of the JOURNAL OF EDUCATION, and recommend it to the favorable consideration of both teachers and trustees throughout the Province.

Mr. Carter stated what the object of the JOURNAL was, and the aim of its promoters, and hoped that the teachers would assist by subscribing and contributing.

Mr. Hayes also espoused the cause of the JOURNAL and hoped it would receive the cordial support of all.

Mr. Hay, the editor of the JOURNAL, said that, although only a short time in existence, the paper had received a very favorable reception so far, and gave the teachers some hints as to what was intended to be done by the JOURNAL, and what a valuable use the teachers could make of it, as it supplied a long felt want in the profession.

On the motion being put, it was carried unanimously.

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 our selves 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.

How large do our fresh water lobsters grow? Would they live in salt water? In what localities are they found, and how should they be classified? J. B.

The highest peak of the Himalayan chain hitherto known is Mount Everest, which rises twenty-nine thousand and two feet above the level sea. It is now reported that still higher peaks have been found.

Nothing is easier than fault-finding. No talent, no self-denial, no genius, no character are required to set up in the grumbling business. But those who are moved by a genuine desire to do good have little time for murmuring or complaint.—*Robert West*.

## GEOGRAPHY.

MISS GRACE MURPHY, PORTLAND.

[Read before the St. John County Teachers' Institute, June, 1886.]

What object have we in view in teaching this subject?

In teaching geography we wish to acquaint our pupils with the general features of the world we occupy; its resources, and inhabitants, and the consideration of how these various features and resources affect the comfort and determine the welfare of these inhabitants.

Each individual sees but a small portion of this earth on which we dwell, but indirectly with how large a portion of it may he become acquainted? So fertile is nature in method of arrangement, that the various parts of the earth's surface differ rather in variety of combination and degree than in kind. Taking advantage of this fact our first care is to draw the attention of our pupils to the features of the landscape about their own home—hill, valley, lake, river, etc. First familiarize them with the object, then aid them in the acquirement of language to express their idea of the object. Let the subject of the lesson be the neighboring hill. After their observation and conception of it as a whole, lead them to distinguish its various parts,—base, sides, and summit; to notice whether its sides are steep or sloping, covered or bare, its top rough or smooth; whether a single hill or one of a group or range. From the hill to the mountain will not be a very great advance, and as children love the marvellous their imagination may be readily excited by an interesting account of some of those great productions of nature in other lands.

A river, or at least a brook, is easily accessible I may safely say, to all our pupils. On it, too, we must dwell long enough to make our children acquainted with it as a whole, and also its various parts; whether it banks are steep, its channel pebbly or its current rapid. In imagination we follow it up to its source among the hills, etc., downward to its mouth, where it is lost in some greater body.

Let their conception of it be as real as possible, so that their idea of a river is that of some inverted tree whose growth is the result of the union of its many branches.

The mountain in its varying forms and the river are perhaps the most difficult features for the mind to grasp, but entering so largely as they do into their future imaginations and conceptions of other lands, the pleasure to be derived from the prosecution of the study at a later date depends largely on their realization of these things at the present.

After the various natural features have been taken up, the inhabitants of the region are brought to their notice; the occupation of the people; the productions of their own native land; domestic and wild animals; their habits in regard to food, clothing, and dwellings as illustrative of the adaptability of the country to the support and comfort of its inhabitants.

In noting the occupations of our people, in our cities we see them largely engaged in trade and manufactures; on the seashore, fisheries prove attractive and remunerative; in those parts of our country where the forest yet stands, lumbering; where already cleared, the farmer has set to work, and the beautiful soil yields her increase. Oftimes we find him alternating his employments according to the season—farming in the summer, lumbering in the winter. In other places where the soil is scanty, and limestone and granite or other minerals abound, our workmen deliberately set to work to hew down the mountains, or in the coal regions delve into the depths of the earth.

Let them observe the use made of those productions at home, and what becomes of the surplus. We send our ships laden with it to other lands where nature in that particular has not been so bountiful. In due time our vessels return—not empty—but freighted with the superabundance of those lands, supplying to us the wants and luxuries which our own country from lack of development or adapta-

bility is unfitted to do. This can be made interesting to quite young pupils. With the teacher's help they can follow our lumber laden ships to those countries, which from long settlement and cultivation we designate as old, where the thoughtless destruction of a tree would be considered a crime, where the cottager must be content with a floor of clay and roof of thatch, and where his home is warmed with peat from the bog, or coal from the mine. Compare this with the free use and waste of wood at home. Their curiosity is aroused, and they are not satisfied until you have told them something more. In this cold climate, they frolic and revel on the ice in winter; even the ice forms an article of trade, preserved in part for our own use in summer, and in part an article of exchange with such countries as yield us the orange, the grape and the cotton.

The native animals of the district should come in for a large share of attention—their food, how obtained—any peculiarity of structure which aids them in supplying their wants,—whether like the bee and the squirrel, they provide their winter supply during the summer, or like the wolf and the fox seek for food when hunger compels them. Teach them to note the change in colour of some of our native animals on the approach of winter; the hare for example, that it is not merely a change of colour, but a provision made by a wise Creator to provide them with an extra garment, which they are enabled to throw off on the approach of spring, that in cold climates the covering of animals become heavier on the approach of winter, to protect them from the cold. Not only the food and clothing but the callings of both bird and beast should be brought to their notice, and the tender minds of the little ones taught to rise in wonder, love, and praise to Him who in wisdom "when He formed designed them an abode."

Lessons on the cardinal points, as marked by the sun's course in the heavens—on the climate—and seasons and motions of the earth would naturally follow.

Familiar articles of food and clothing brought from abroad, serve as a connecting link between our own and other lands, whose position at this time would be sufficiently defined by reference to the cardinal points.

The occasional visit of some travelling menagerie, delighting our little ones, and as surely emptying our school rooms on the days of its exhibition, is another link between the known and the unknown. What wonderful accounts they can give us on the following day! Seizing the opportunity when their interest is at its height, we can tell them something of the habits and homes of the strange creatures they have seen. Pictorial representation will at all times be found useful. If possible let the picture present not only the animal or object under consideration, but also a view of the striking features of the country which is its home. The buffalo we associate with the prairies of the Northwest, the chamois, with the precipices and crags of Switzerland, and the camel with the sands of an Arabian desert.

After a large field of observation at home with these occasional glimpses abroad, we are ready to enter upon the study of geography in a more formal manner. The pupil by this time is able to avail himself of the assistance of the text book. Here, I think, is where the teacher sometimes makes a mistake, throwing the entire weight of responsibility from his own shoulders to those of his pupil, expecting him to take his book and prepare lengthy home lesson, which he is supposed to know when called upon. Left to himself and his book, what wonder if his imagination take but a low flight, his conception of the country he is supposed to be studying be somewhat vague, and the so called study a weariness?

In time, his interest in the subject and training in how to study will prepare the way for this self-culture, but, at present, before expecting him to memorize facts, let us assist him in gathering up facts to memorize. In imagination let us accompany our pupils to that other land, to which parties of relationship or of intercourse they naturally turn, and by familiar conversations and pointed questions,

pivot the attention on certain points—its position from our own home—form,—area as compared with their own province or country—its surface—inhabitants—productions, etc. All of which should be impressed upon the mind by a comparison with things at home. The pupils may now use the textbook to assist their memory, or supply additional facts. Simple copying from the book will prove effective in impressing the subject upon their memory. Used in this way books become not a burden but a help and a joy. Observation and comparison use continually. Keep the imagination and conception active. We can readily test their knowledge by getting them to reproduce the subject from memory, or for a pleasant change, and the maintenance of a lively interest, let the class take the lesson into their own hands and question one another. Before long their interest will deepen sufficiently to make them treasure up not only what information can be found in their text-book but books of travel will have for them a special interest.

A great aid in teaching geography is map-drawing. Drawing seems to be a part of child-nature. Where will you find little ones who do not amuse themselves with wonderful representations of man, bird or beast? You may not at all times recognize the resemblance, but to them it is quite clear. With the teacher's assistance first a map of their school-room, then the school grounds, are substituted for former objects. At length the map of the county, then that of the province is reached. Let the teacher construct the map on the black-board in the presence of the pupils, not hastily but step by step, as the pupils are able to follow on their slates. Let us suppose the map to be that of our own province. During a conversation on its form and position, when indicating that its greatest extent is towards the north and south, let them point in the direction named, in like manner when you speak of the Gulf of St. Lawrence on the east, or the State of Maine on the west. This makes the surrounding places a reality, having a definite position. After the outline we may add the rivers, mountains, counties and shiretowns. The attention has been held with a three-fold chord, the eye, the ear, and the hand have all aided in impressing the subject upon them.

From their own province they advance to the neighboring one, giving its position from their own by reference to the cardinal points, indicating the direction with their hands as before, then proceed to compare its various features, inhabitants and productions with those of their own home. Interesting bits of history will often fit in nicely, making the lesson more interesting and impressive.

In studying a country, whether by the aid of the ordinary school-map, or one of the pupil's own construction, impress upon them the appearance it would present to the eye, if from some elevated standpoint the whole could be viewed at once. Let them note particularly the position and extent of its great natural features, whether extended plain, mountain range or river basin. The location of the principal centres of trade and manufactures, and their means of communication with one another, and with the outside world should next be dwelt upon.

As we continue the study of geography we soon begin to feel that the cardinal points do not sufficiently express all we want in regard to position. A knowledge of the general form of the earth as a whole is now required, and some means of defining the exact position of places upon it. A globe, or if that be lacking, an orange or ball will supply the first, and a few lessons of latitude and longitude will furnish the means of determining the second.

The pupils are now in a position to understand a map of the world, to note the great divisions of land and water, and observe not only their relative but absolute positions.

We take up the various countries in the order of their importance in connection with our own. From Canada it seems natural to turn our attention to the adjoining Republic of the United States even before entering on the study of the Mother Country. We find the inhabitants in race, customs and religion a

[Continued on page 22].

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### Educational Institute of New Brunswick.

Notice.

The ninth meeting of the Educational Institute will be held in the Centennial School Building, St. John, on the last three days of June, inst., commencing on Monday the 28th, at 2.30 o'clock P. M.

All Teachers who are members of County Institutes, Trustees, and other School officers are entitled to membership upon enrollment and payment of the annual fee. Arrangements will be made for free return fares on all the railway and steamboat lines, as usual.

Persons travelling by the New Brunswick Railway must purchase proper excursion return tickets; which they will get for one fare.

By order,  
 HERBERT C. CREED, Secretary.

Fredericton, June, 5th, '86.

### EDUCATIONAL DIRECTORY.

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### 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 School at the beginning of next term. Attended Provincial Normal School last term, and expect second class license. Address—  
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WANTED.—A Male or Female Teacher holding Third Class License, French and English, for School District No. 1, Shippegan.  
 THOMAS CODET, Sec'y.

## GEOGRAPHY.

[Continued from page 20.]

part of the same family as ourselves. Not only their proximity to us, and the natural ties of which we have spoken, but in addition to these the fact that while our possessions extend to the frigid north, theirs adjoining us reach to the burning south, make it impossible but that social intercourse and exchange of product must largely abound.

Great Britain and her dependencies naturally follow. Other countries in the order in which they may, for the time being, relate to our own or the general welfare. Not long since Turkey, Afghanistan, and Egypt in turn claimed our attention. At present all interest seems centered in the internal affairs of the realm, Ireland being the central point.

Current events should play an important part in the study of geography. I think not even the teachers scanned the papers with greater interest than did the pupils during the perilous journey of our troops to Khartoum, or the quelling of the rebellion in the North West. With what excited countenances and eager tongues did they discuss the news of to day, and how impatient for that of to-morrow, each eager to hear or to tell some new thing! With what eagerness, too, was the course of events traced upon the map.

It may, perhaps, appear that I have lost sight of geography and substituted history.

To my mind one can scarcely be studied without the aid of the other. History impresses geography, while geography localizes history.

By taking up the work in this way we have the study of home geography—of animal life as adapted to that part which is its especial home—and an introduction to foreign lands through familiar objects brought from abroad. We note the striking natural features of each great division. We become familiar with the lives of the people by noting their occupations, religion and government, and we see the constant intercourse and exchange going on between these countries, each of which supplies something lacking in the other, and all forming parts of one grand whole designed by an all-wise Creator for the abode of man.

## SEEK THE BEST.

Waste is the twin sister of extravagance. When a poor housekeeper throws away good food, we call it waste; but when we read of a queen of Egypt who dissolved a pearl in her goblet of wine, or of a German nobleman who welcomed his emperor with a bonfire of cinnamon, the world calls it extravagance. But it is not extravagance, for those who are able, to buy the best. A rich piece of embroidery sells for ten thousand dollars, but if the ten thousand goes to buy the comforts of life for a thousand workmen it is not waste. There is a multitude of articles we do not need in order to keep soul and body together. There is a sect of Christians in our country whose men use hooks and eyes instead of buttons. They put seed corn in the best rooms of the house, and hang their finest harness in the front hall. They always wear homespun cloth, and trade only with those of their sect. Their religious creed is to buy nothing that is not needed in the work of life. If this denomination should become universal, most industries would die, and the civilization of the world be reduced to a condition of primitive simplicity.

School books should be the best books made. A cheap book in the hands of a boy helps to make him a cheap man. We don't want cheap things. Let our books be dear, but let them be worth all they cost. We want the best paper, the best binding, the best engravings, and the best printing in all the literature of the school-room. The teacher who is always hunting up the cheapest things for his school is very likely himself to be the cheapest thing in it. A hundred-dollar painting on the walls of a school-room will likely waken into life a dormant germ in some artist pupil, and start him on a course that will make him a hundred thousand dollar painter. It was some influence like this that fired the mind of young Longfellow, and made

him write to his father before he was nineteen: "The fact is—and I will not disguise it in the least, for I think I ought not—the fact is, I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centers in it." We want the best, and it is our duty to get it, if we can. A woman looks best well dressed. Let her dress in the best she can afford. It would be a disgrace to England for Queen Victoria to affect economy. It is an honor to one of our largest insurance companies that it can pay its president \$40,000 a year. It is able to get a \$40,000 man.

Teachers! Aspire for the best. Be satisfied with nothing less. Teachers are aristocrats (*aristos*, best; *kratos*, strength); why should they not have the best, be honored the most, and paid the largest salaries? Nothing but a mistaken idea of value and worth prevents the justice of the seeming extravagance of paying the average teacher a salary equal to the best-paid ministers, doctors, and lawyers. The world is coming to this, perhaps not in our day, though, but in some day.—*School Journal*.

## RELIGION IN SCHOOLS.

Some learned men are very much troubled to find out the exact place religion should occupy in the public school. It is even suggested that the connection of Christianity with secular culture may be broken off. They discuss opening exercises, the necessity of reading the Bible, singing religious hymns, and special church instruction, just as though the spirit of pure religion could be put into a programme, taught from books, or learned from a creed, or that the grandest spiritual influence this world has could be programmed and crammed into the minds of students. It is the utterest nonsense to suppose that religion can be legislated into or out of a school.

Teachers must be religious, and then every arithmetic lesson will be better than a sermon, and every geography exercise better than a song. Religion is taught by personal contact. A very Satan may learn to recite, and may even believe, a creed, but it would be with him an instrument of sin. The Master has said: "The kingdom of God is within you," and he who is filled with it has qualifications for religious teaching; he who has it not within him cannot teach it, no matter how much he may read, sing, or pray.

A good deacon used to pray that his pastor might preach "without fear, favor, or affection." This is the way some people live, and some teachers teach. The old deacon's heart was right, although his knowledge of expression was defective. Symmetry is the mainspring of all good mental work. A dried-up mathematical teacher can never make juicy and hearty mathematical students. They will hate the science, if they do not hate its exponent. A whole-souled teacher, without affectation, but brim-full of intellectual, well-balanced affection, has almighty influence.

It is nonsense to talk about teaching what we know nothing about. A Scotch teacher wondered why his pupils were not Christians. "I make them say their prayers every night, and flog them if they will not." To him religion was a perfunctory thing that can be flogged into any boy of average capacity. His creed was: "If a boy isn't good, make him good." We want religion in our schools. We must have it there; but the method of introducing it, so that it may permeate the life of each pupil, is the one great burning question now before the American people.—*School Journal*.

A DESIRE to teach does not always indicate the ability; and no special training can give the ability which will insure success, unless the heart as well as the intellect responds to, and reaches out to, embrace all that teaching in its profoundest sense implies. The sympathetic spirit, the willing hand, the patient endurance,—in one word, the ardent love for the profession which will make one jealous for its reputation, sensible of its solemn responsibilities, and ever on the alert to protect it from slander and abuse. A nobler profession does not exist, nor one which enrolls a more earnest, self-sacrificing, devoted membership.—*Caroline P. Dalton*.

## PERSONAL.

We extend our heartiest congratulations to Mr. Justice King, upon the honor which has been conferred on him by our Provincial University.

He is a man of literary tastes and scholarly attainments. No greater or more enduring monument could be desired by any man than to be the author of the system of Free School Education which we enjoy. Time, instead of effacing it, will only add to its lustre and will mark Judge King as one of our boldest legislators and patriotic statesmen.

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THE University of Mount Allison College offers to students, whether desiring to take a full undergraduate course or a partial course limited to special studies, advantages unsurpassed in the Maritime Provinces. The brilliant record of Mount Allison men at some of the leading Universities of England, Scotland, and Germany, as well as the success of Mount Allison undergraduates in the competitive examinations of the University of Halifax, establish beyond question the thoroughness and comprehensiveness of the education received at this University. Arrangements will be made during the present year to increase the efficiency of the institution and to add to the comfort of students.

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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Solo-Violin, Ensemble playing, History of Music, and other new features are being added under his direction. Painting on china, plush, wood, brass, terraline, etc., are among the novelties which illustrate the progressive character of the instruction imparted in department of Fine Arts.

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The Gymnasium is being put in good repair.

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JANUARY 1st 1886.

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Income during the year	18,121,157.74	Assets held as security for policy-holders	62,851,271.32
Market value of securities over cash	3,251,703.51	Total amount paid policy-holders and now held in trust for them	153,931,735.90
Cash paid for matured endowments, annuities, death-losses, &c., &c.	10,441,553.19	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	60,864,321.22	Interest receipts	\$37,528,157.06
Surplus above all liabilities by the New York State Standard, at 42 per cent.	12,215,016.94	Death-losses	53,921,708.00
During the year 18,656 policies have been issued, insuring	68,221,452.00	Accretions of interest exceed expenses of management	11,933,723.02
Amount received from policy-holders	141,018,012.83		

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