

Educational Weekly

VOL. IV.

THURSDAY, JULY 29TH, 1886.

Number 80.

The Educational Weekly

Edited by T. ARNOLD HAULTAIN, M. A.

TERMS: Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

New subscriptions may begin at any time during the year.

Payment, when sent by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Subscribers desiring their papers to be discontinued are requested to give the publishers timely notification.

In ordering a change of address, or the discontinuance of the paper, the name of the post-office to which the paper is sent should always be given.

Rates of advertising will be sent on application.

Business communications and communications intended for the Editor should be on separate papers.

Note. Attention is directed to the fifth of the above paragraphs: that timely notification is requested from those desiring the discontinuance of the paper. Subscribers are reminded that publishers are permitted by law to charge till all arrears are cleared off.

PUBLISHED BY

**THE GRIP PRINTING AND PUBLISHING CO.,
TORONTO, CANADA.**JAMES V. WRIGHT, *General Manager.*

TORONTO, JULY 29, 1886.

THE second-class algebra paper set at the recent June examination of teachers, has caused much comment in the press during the past week or two, and we have received numerous letters from our subscribers on the subject; for the information of whom as well as for that of our readers in general, we have printed in another part of this issue, a copy of the paper of which complaint is made, together with solutions of the questions by Mr. Glashan, including some most useful explanatory notes; these we have had the pleasure to receive from Professor George Paxton Young, whose very lucid and satisfactory letter transmitting these papers to us, will also be found in our columns, and to which we would call special attention as affording an explanation eminently satisfactory.

WE commend to the consideration of our readers the following remarks of Mr. E. W. Arthy, Superintendent of Schools, Montreal: "The profession of teacher, in point of dignity and importance, is second to none, not even to that of the minister of religion. I think that there is hardly anything more to be lamented, to feel more sorrowful about, than the knowledge that men should work as hard as ministers of religion, and produce so little effect upon those among whom they minister. Ministers and teachers of religion have to speak mainly to adults. They have a material that is not plastic, and upon which they can make little impression. The teachers in our schools are in an entirely different position. We have a plastic material upon which we are able to impress our minds and our sentiments, and though that plastic material may be moved and worked and impressed for evil as well as for good, yet, seeing that the great mass of the teaching in our schools tends infinitely more to good than to evil, we may confidently expect that we shall make an impression of lasting benefit upon the young minds with which we constantly come in contact. But, it behooves us to be earnest and watchful, even in the smallest things. Every exercise in the school-room, every particle of teaching involves, on the part of the child, moral action and generates power. This power may be used either morally or immorally, and the greater the amount of power generated, the greater the responsibility of the teacher, for the clearer the comprehension (if divorced from right choice and moral action) the greater the capacity for wrong-doing. It is the nature of the small human being to do again, whatever he has done before; in other words, the tendency of action is to become habitual. It follows then, that whenever he commits a wrong act he is training for worse things. On the other hand every time he has been led to do right, he has gained so much moral stamina. In conclusion, I would recommend as a watchword to every earnest teacher, a sentence quoted by Miss Partridge, "in her Quincy methods." As a

terse aphorism it is worth remembering, but it is far better worth remembering, for the deep truth it crystallises—"Sow an act, reap a habit; sow a habit, reap character; sow character, reap destiny."

No one doubts the efficacy of an examination. Were there no examinations there could be no standards of value. What should be the standard of education? Should it be knowledge, or influence, or character? Col. F. W. Parker, of Chicago, who is an acknowledged authority on the subject, recently said in an answer to this question, "the object of an examination is to ascertain the condition of the child and find out what to do next. The whole child goes to school; the whole child must be examined. The examination that binds the teacher to a method is radically wrong. One of the reasons why we make so little progress is because we cut off originality. One of the reasons why we are slaves of method is because we surrender to them. Promotion is made a matter of per cent. One-half of the class with their inherited strength and home advantages go up; the other half, with their inheritance of weakness, and poverty, and wretchedness, go down. Selfishness is ingrained in the child by arousing the spirit of emulation. Per cents., and prizes, and ranks buy the scholar in the common school, the academy, and the college; and when he steps out into the world he says, What will you give for me? If knowledge is made the end of education, then per cents. must be. But suppose character were made the end, does a teacher need to mark down in per cent. the fact that a boy is growing better under her charge? To promote children, put them where they will do most good. If you cannot explain this you are not fit to teach; you have not lived up to your opportunities. Sweep the Regent's examinations into the past. When you have done this, and something better has taken its place a great step in advance will have been made.