

# The Educational Journal.

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## The Educational Journal.

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A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
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## Editorial Notes.

Do all your teacher friends take the EDUCATIONAL JOURNAL? If any do not, how can you render them a better service than by inducing them to try it for 1890?

WE regret to be obliged to cut down so ruthlessly the reports of the various Teachers' Associations, but "no law is stronger than necessity." Many of the papers and discussions are useful and interesting, and would be more so in fuller synopses. But these meetings are so numerous that we have no alternative. After doing our best by way of condensation, we sometimes find ourselves falling sadly into arrears in our attempts to follow up the work of the Institutes.

As we approach the threshold of a new year, the mind naturally looks forward and forms plans and resolutions for the future. Grant that these plans and resolutions are seldom carried out to the letter, they are no subject for ridicule. The man or woman is the better for having seriously made them, and will almost surely do better work and reach a higher plane than if they had not been made. He who aims at the moon shoots much higher, as quaint old George Herbert says, "than if he meant a tree." One of the best resolutions any teacher can form is to study the educational journals and whatever else may help him to use better methods and do better work in the school-room.

DON'T miss the opportunity to get a copy of the bound volume of *School Work and Play*. It is a book of 96 pages, amply illustrated, and neatly bound. That the character of its contents is such as to meet the approval of teachers and pupils is abundantly proved by the favor with which the publication was regarded on all hands. In fact, it was one of the most entertaining and instructive little papers ever put into the hands of children; and those who have not secured a copy of the book containing the first twelve issues should do so without delay, as the balance of the edition is limited. It would be a capital book to circulate amongst children at Christmas. The price is only 10 cents, of which 4 cents is expended in postage, prepaid by the publishers. Send at once.

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-

saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

In our correspondence columns will be found a communication from Principal Garvin, of Woodstock, giving the facts and figures on which his statements, on which we commented in last issue, in reference to the average age of the teachers in the Public Schools of Ontario, were based. Without the slightest disrespect for the members of this youthful army—rather with a degree of admiration for the ability and pluck which have pushed them to the front—we consider this by far the most serious educational problem now awaiting solution in the Province. As we have before intimated, if there were only some good reason to hope that these young teachers would remain in the profession, the matter would soon right itself. But there's the rub. Unless some change is made, these teachers, as they approach the period of highest efficiency, will in their turn be crowded out by fresh juvenile recruits, and the benefit of their professional experience be lost to the country. The remedies suggested by Mr. Garvin are worthy of full consideration and discussion.

THE *Orillia Packet* of a recent date gives an interesting *résumé* of a discussion on the question of temperance-teaching in schools which recently took place in that town. The occasion was a supper given by the Church of England Temperance Society to the High and Public School teachers and trustees and other citizens interested in the question. Some difference of opinion was of course elicited with reference to the extent to which it might be advisable to add scientific temperance instruction to the already over-crowded school *curricula*. But there was almost complete unanimity in regard to the desirability of impressing upon the minds of the children at a very early age the truth concerning the physical and moral effects of intemperance. Several teachers had found that even young children understood lectures based upon Richardson's Temperance Lesson Book, and the majority approved of having the subject taught in every department, and so through all grades of the schools. The method adopted by the Society which gave the luncheon and invited the discussion is worthy of imitation.