

# The Canada School Journal.

VOL. XI.

TORONTO, AUGUST 1, 1886.

No 15.

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## THE CANADA SCHOOL JOURNAL.

*An Educational Journal devoted to Literature, Science, Art, and the advancement of the teaching profession in Canada.*

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**CANADA SCHOOL JOURNAL PUB. CO. (Limited)**

OFFICE: Toronto, Ontario.

WE commence in this issue the publication of the Entrance and Non Professional examination questions set at the recent examinations, and will continue them in following numbers until the whole are published.

THE outcry against several of the examination papers set at the recent Non-Professional and Entrance examinations in Ontario seems to wax louder and louder. The matter is of the very first importance educationally, not only by reason of its relation to the plans and prospects of hundreds of disappointed candidates, but also because of the inevitable effect these examinations will have upon the character of the teaching in the Public and High Schools during the ensuing year. We have our own opinions upon the subject, and had intended to present them at some length in this issue. Upon second thoughts, it seems preferable to obtain first the views of as large a number as possible of practical educators. We are, therefore, taking measures to elicit expressions of opinion from prominent teachers in the High and Public Schools. These expressions we hope to be able to lay before our readers in the

next and subsequent issues of the JOURNAL. Meanwhile, we shall be glad to hear from teachers, whether personally addressed or not, in reference to the subject.

WE have always held that a prolific source of the blunders for which the Department is becoming so noted is its failure to obtain and to attach due weight to the independent opinions of members of the profession. If those best qualified to judge in the case before us will respond frankly and freely to our questions, we may be able to lay before the Departmental managers and the public, information and hints of great value. To what extent that information and those hints will be immediately acted upon, we know not. Of one thing, however, we feel sure. If the teachers of Ontario will but speak boldly and exert fearlessly their legitimate influence, they can eventually mould the Public School system to their will. This is practically done by members of other professions in regard to legislation coming within their respective spheres of action. It ought to be done by the members of the teaching profession, which is second to no other in dignity, or in the magnitude of the interests involved.

WE publish in another column, by request, a resolution passed by the North Huron Teachers' Association, approving the action of the Education Department in preparing a book of Scripture Readings for use in the Public Schools. We have no means of knowing how far such a resolution expresses the deliberate, mature, conviction of the teachers concerned. There is, we fear, too much truth in the complaint, frequently made by thoughtful teachers themselves, that motions are often sprung upon the Associations and rushed through without that careful and independent consideration which gives such action its chief value. Nor can it be concealed that the effect of resolutions in endorsement and praise of Departmental measures is somewhat weakened, inasmuch as the Institutes themselves are under Departmental control, and are always attended, we will not say manipulated, by a Departmental officer specially appointed for the purpose. We confess, however, that in this case we read the resolution with some surprise, in view of the fact, which could hardly escape the notice of teachers, that the preparation and prescription of the Readings cannot well be regarded otherwise than as a reflection upon the judgment and good taste of the teachers themselves—a distinct implication that they cannot, individually, be trusted to make suitable use of the Bible itself, if left whole and open upon their desks. If there is any justification for the book of selections which does not in sum and substance come to this, we have failed to see it.

CONSOLIDATION seems to be the order of the day amongs American educational journals. The latest instance is the merging of the *Northwestern Journal of Education*, hitherto published at Des Moines, Iowa, and the *Iowa Teacher*, pub