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Editorial Notes.

WE REGRET that, owing to a misunderstanding which we need not take space to explain, the last number of the JOURNAL was delayed until quite too late. We fear that in spite of our best efforts this number may be a little late. Various causes, among them some loss of time consequent on the nearness of the printing office to the last great fire in the City, and necessary precautions taken in consequence, have kept the work back. Nevertheless we are still hoping to make our appearance within a day or two of the proper date.

"IN a multitude of counsellors there is safety." We should like very much to be able to draw out the ideas of the teachers of Ontario to a much greater extent than we have hitherto succeeded in doing, on Educational questions. The discussion on the question of age, mental and moral qualification, and just remuneration of teachers, which has been going on in our columns, and which is not yet concluded, for we have more letters to publish, will, we believe, result in good. We may not, for various reasons, be able to publish all the letters sent us, but we like to receive them, and to print as many as possible. Editors are of necessity compelled to be somewhat arbitrary in such matters. No disrespect to the Department is involved in proper criticism of its methods. On the contrary, we dare say that the responsible authorities are glad—and if they are not, they ought to

be—to have such subjects discussed. No government in a free country can legislate far in advance of professional public opinion. Those who help to form such opinion along right lines are benefactors. Nor is it against the interests of young candidates for certificates, to advocate the elevating of the standard, for whatever raises the level of the profession to a higher plane confers a real benefit upon all who purpose to engage in it. The indirect but sure effect of such raising of the standard must be to increase salaries and improve the position of the teacher in every respect.

THE Toronto *Mail*, a paper which, greatly to its credit, pays a good deal of attention to educational questions, had an editorial the other day, the general purpose of which was to deprecate the small and decreasing percentage of male teachers in the public schools. There may be, we believe there are, good reasons for regretting the fact, but we seriously question the validity of the reasons given by the *Mail*. They were based on the old and, in our opinion fallacious notion, that male teachers, simply in virtue of their sex, are better teachers for boys than female teachers. As if teaching ability and efficiency in discipline were not a question of individual capacity, irrespective of sex. The teacher does not necessarily know how to teach or to govern because he is a man. Which of us does not know women teachers who are as far superior to the average man teacher in both teaching and governing power as the most efficient men he knows in the profession are superior to the average woman teacher? It is time the old notion, that the tendency of being taught by women is to make boys effeminate, were exploded. Neither reason nor fact bears out the assumption. Personal character and qualifications, not sex, are the true criterion of teaching power.

WE ARE glad to be able to give, in this number, the first moiety of Inspector Dearness' excellent article on School Sanitation. We commend the paper to the attention of every teacher and every trustee into whose hands these numbers of the JOURNAL may fall. Notwithstanding all the great improvement which has doubtless taken place within the last ten or twenty years, we fear that there are yet very many schools in both country and city which fall below

even the most moderate standard in respect to ventilation, cleanliness, even civilized decency, in yards and outhouses. In all cases in which the teacher is conscious of inferiority or want in these respects and has hitherto been unable to obtain needful improvements, it might be doing good service to call the attention of trustees and other responsible citizens to this valuable paper. For this purpose, and for general reference, this number and the next, which will contain diagrams illustrating simple and effective methods of improving ventilation, etc., should be carefully preserved, and, if the trustees are not subscribers to the JOURNAL, as all ought to be, the two numbers should be placed in their hands. We shall be glad to send copies gratuitously to any address which may be sent us for that purpose.

IN AN address made by a prominent educator the statement is made that it is the duty of the teacher "to impart general ideas." Can this be done? In an educational paper occurs the expression, "Teach the child to think." Can this be done? In a lecture before a teachers' institute an educational editor repeated a dozen times the sentences "Teach accuracy." Can this be done? Do "general ideas," "power to think," "accuracy" pass from teacher to pupil? Has he a stock of these on hand, and is it his business to deal them out from time to time?—*The School Journal*.

Is this not a little hyper-critical? Is it not a part of all true teaching to lead the child step by step from individual to general ideas. Does not the teacher who, by judicious questioning and in other ways, causes the pupil to think, as every teacher who understands his business is constantly doing, teach the child to think? Does not the teacher who patiently leads the pupil to do his work, of whatever kind, carefully, to revise it when wrong, finding out and correcting errors, teach accuracy as a habit? The mother cannot give the child the ability to walk, but she can and does, by directing and encouraging its first feeble efforts, teach it to walk. The whole philosophy of education is the discovery and development of the best methods of teaching the young to use, and by use strengthen, their own powers and get better command of them. Yes, we venture to maintain that it is the very business of the teacher, not of course directly to impart, but to teach the pupil to acquire general ideas, thinking-power, and accuracy in mental operations.