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* Editorial Notes. *

OUR readers will note a new feature in the English Department of this number, in the "Problem in Grammar." This will, we doubt not, prove to be a very interesting feature of THE JOURNAL. The problems will be given in one issue, the English Editor's treatment of them in another. This will give each teacher an opportunity to make his own solution before seeing that of the Editor. Note that contributions to this problem column are solicited.

AN educator in the Southern States said some years ago, "Everybody knows that the average white girl prefers the attentions of the well dressed youth who sells ribbons at twenty-five dollars a month, to those of a carpenter, not so well dressed, who can easily earn fifty dollars a month." The Speaker attributed the fact in the south to a recoil from what was esteemed the humiliation of handwork. The sentiment might be explained in a land which has so lately shaken off the incubus of slavery. But is there not even now a great deal of the same silly snobbery in our own Canada, the land of the workingman? Every teacher in the country should set himself to eradicate a prejudice so senseless and mischievous from the minds of the coming generation, and to inspire them with a genuine appreciation of the worth and dignity of manual labor.

THE lady teachers of this city are bringing strong pressure to bear upon the city authorities for an advance in the scale of salaries. They cannot understand why there should be so wide a discrepancy

between the salaries of male and female teachers when both are doing the same work and with equal efficiency. That is one of the things which no one can quite understand, save as the explanation is to be found in the fact which was stated by some one in connection with the discussion, viz., that there are, even at the lowest rates, swarms of applicants for every vacancy. We wish the ladies every success, but we fear they will have to combine to keep down the ruinous competition.

THE playground often affords one of the best fields for the teacher who is in earnest in wishing to develop high moral character in his pupils. The boy or girl—it is sometimes said, we hope unjustly, that girls are more liable to the fault than boys—who cheats or prevaricates, or loses temper at play, is strengthening a dishonest tendency which may soon grow into a life-long habit. On the other hand the child who can play an exciting and closely contested game in perfect good temper, scorning to cheat, and frankly admitting defeat, may be relied on in any position of trust. We doubt if there is any more important moral training field than the playground, or any better place for studying the character of pupils.

THE Honourable Edward Blake, Chancellor of the University of Toronto, has added to his former liberal benefactions of the Provincial University, the munificent gift of \$20,000, the annual income from which is to be applied wholly in the shape of Junior Matriculation Scholarships. We have little faith in the utility of prizes and scholarships in higher education, believing that they tend to encourage "cram," and do not always go either to the most needy or the most deserving. But, none the less, we sincerely admire the liberality and the loyalty to high educational ideals which prompted this gift, and hope that many other of the wealthy *alumni* of Toronto may be moved to imitate so good an example.

MUCH is said, and often well and truly said, in favor of thoroughness in teaching elementary subjects. Smatterings of knowledge are often worse from the teacher's point of view than the densest ignorance. The teacher should always see to it that the

pupil has an intelligent mastery of a subject before passing on to a more difficult one. But it does not follow that a child should be kept in perpetual purgatory over a single subject that he has failed to grasp in its place in the orthodox order. For example, we do not believe it either wise or right to keep a pupil who may be exceptionally slow in mastering one of the "three r's," grinding at and groaning over the same old task till he hates it with perfect hatred. We have sometimes found it work like a charm to let such a pupil drop for a time the old subject, and try something entirely new. To many a one the change is like life from the dead. The listless mind becomes interested, shakes off its sloth and lethargy, and develops unsuspected elements of power. In this way a species of momentum may often be gained in a short time which, when again turned in the direction of the discarded subject, will carry the pupil over the old obstacles with a rush.

A YOUNG teacher asks us to write on the subject of the best mode of dealing with the farmers' sons who come in for the winter, fresh from the work of the farm, many of them very poorly prepared, even in the three r's. We do not think that we can do better than to refer them to the excellent article on "My Winter Class," by Mr. Fred Brownscombe, which appeared in THE JOURNAL of November 1st, and also to the article by our regular contributor, "Bebe," in the last number. These articles contain hints from the actual experience of successful teachers who are accustomed to deal with the same class of students. We think that our young friend, and many others may read those articles with much profit. At the same time we shall be grateful for additional hints which other teachers of experience may feel disposed to give on this important question. Of one thing we are pretty sure, that is, that the very worst thing to do with these young men is to put them into classes with small boys, and try to give them the regular drill in elementary subjects. Give them that which will be most interesting and most useful to them both in the school and in their future work. Above all, try to put them in the way of helping themselves, and to awaken in them the spirit which will prompt them to keep up their studies after they leave school.