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CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1876.
Recommended by the Minister of Education for Ontario.
Recommended by the Council of Public Instruction, Quebec.
Recommended by Chief Superintendent of Education, New Brunswick.
Recommended by Chief Superintendent of Education, Nova Scotia.
Recommended by Chief Superintendent of Education, British Columbia.
Recommended by Chief Superintendent of Education, Manitoba.*

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

BLACKBOARD WORK.

Mr. Leitch observes, "This I take to be the golden rule in all teaching, viz., that in all school work children should do as much as possible for themselves—in other words *be trained*." The test of good teaching is the ingenuity and success of the teacher in applying this many-sided principle so as to maintain constant activity and pleasing variety. Every rational method must aim at carrying out this principle so as to interest the learner and completely avoid monotony. The Kindergarten has this for foundation. In our ordinary schools the black-board furnishes one of the simplest means of giving effect to the doctrine above enunciated. The laziest boy in school will *work* for the privilege of using the chalk ten minutes at the board. On a sultry afternoon during the last hour, when the attention flags and effective teaching seems no longer possible, let the teacher suddenly break the monotony with a cheerful school-song for five minutes, and then in rapid succession give out a variety of exercises to be done on the black-boards by as many pupils as can be accommodated at once.

"John Smith—Arithmetic page 99, question 6. Mary Johnston—The provinces of the Dominion with their capitals. Thomas Brown—List of the Angevin sovereigns with dates. Ella Morrison—Map of the Ottawa with its tributaries. Freddie Beatty—Avoirdupois Weight. Annie Jarvis—Names of the days of the week and of the months of the year. Johnnie Thompson—Draw the face of the clock showing the correct time. Katie Anderson—Write from memory three stanzas of 'Mary had a little lamb.' &c., &c. Time, fifteen minutes. All must resume their seats when the bell rings. Remaining part of class, take slates, write down in complete sentences what you think of any three of the black-board exercises. Five minutes will be given to hear your remarks."

Every pupil will instantly feel this stroke like a shock of electricity. The hum of real work resounds. There is a little bustle and noise. So much the better. A healthy noise is preferable to sleepy silence. At the end of half an hour all hands will be ready to go on with the usual programme, and will be grateful for the interruption. Next day the promise of work will secure industry more effectually than a solemn lecture on laziness, or a tirade of impatient scolding. It is folly to run the engine when the belt is off, we cannot teach without active attention; cold water will not make tea, the warmth of interest and pleasure is necessary to extract educative power from school exercises. Moral—Let every teacher agitate until every school has abundance of blackboards so placed that the smallest child in the school can reach them.

BOOKS FOR TEACHERS.

The shortest books are often the longest. All who wish for mastery of any subject must go to the masters and keep tolerably clear of compends and summaries. These are usually far more difficult than the larger works they attempt to abridge and condense. If a teacher really wishes to acquire the art of Socratic questioning so that he may have something practically useful let him read the translations of Xenophon's *Memorabilia* and Plato's *Dialogues*. They will cost little and enable him to hear Socratic teaching itself, instead of merely hearing about it at second-hand. The third book of Mill's *Logic* will give one a speedier entrance to the method of induction than any number of short abstracts in which the paucity of examples and illustrations increases in duplicate ratio the difficulty of grasping and assimilating. "We shorten our books, and lengthen the time required to read them," says a good authority. By compressing the matter we squeeze out the flavor and lose the spirit. What was originally interesting and pleasant becomes dry and difficult. History and literature furnish clear examples of this principle. Compare the arid dicta of Spalding with the sprightly pages of Taine, or the ordinary school history with the fascinating stories of Green, Froude, Knight, or Macaulay. As repositories of dry facts compends may be excellent school-books, but they are not fit for teachers who need the power to clothe the skeleton, and cause dead facts to live and move before their pupils. So in the history of education also, it is cheaper and better to begin at the fountain head and read the larger books first. Abridgments will afterwards be useful for rapid review and will aid thorough digestion.

But if a teacher's circumstances prevent him from consulting the great works, then the lecture form should be preferred to formal analysis, as more likely to convey the real spirit and meaning. As many young teachers are seeking guidance in