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## Editorial Notes.

WE have still on hand a number of copies of the issue of July 1st, containing the time-tables which received the prizes in the competition. As the printing of these tables in the shape in which they appear cost us quite a large sum *extra*, we can hardly afford to send them free as sample copies, but we shall be glad to send them to any address at the rate of seven cents per copy.

THE teacher who rises to the height of his responsibilities, will never fail to keep in view that he is training citizens for citizenship, as well as men and women for business, social, and professional life. There can be no doubt that the views on social and moral questions imbibed in the school often cling to the pupil through all his future life. From this point of view we can get an enlarged perception of the responsibilities of the teacher's work. The character of the social and civil institutions of Canada twenty-five years hence is being in no small degree moulded in the school-rooms of Canada to-day.

WHEN the writer was a boy at school there was, perhaps, no more irksome study on the programme than geography. We presume that in the better class of the schools of to-day there is no more delightful class exercise. The difference is wholly in the method of teaching, and in the text-books used. Under the old method, which it is

to be hoped is now well nigh obsolete, the chief part of the study consisted in committing dry facts to memory. The facts were dry because they related almost wholly to shapes of bodies of land and water, and artificial boundaries of countries and kingdoms. There was little of human interest in them. To-day the teacher who knows how to teach deals very largely with climate and productions, agricultural and animal, and, above all, with men and their peculiarities, habits, and institutions. In his or her hands, too, geography is not so much a separate study as an accompaniment of history and biography, and narrative. Let boys and girls once form the habit of locating every place or people treated of or alluded to in the course of their reading, and the great facts of geography, those facts touching the chief countries and peoples of the earth, without a knowledge of which no man or woman can be considered fairly intelligent, will be acquired, without the drudgery which made the old methods inexpressibly tedious, and much of the toil a waste of time.

A WRITER in *Harper's Bazaar* says:

"We believe a large part of the unfavorable influence of school life upon the child's health is due to the prolonged immobility which the ordinary system requires, and the necessary confinement of a young child to a chair or bench without some intervening muscular activity or recreation. Immobility is opposed to growth. It is opposed to all the instincts of the healthy lower animals, and to those of all vigorous children."

There is much truth in this. We have seen teachers whose best energies, from nine till twelve, and from one till four, were expended in one continued effort to keep the children still and silent—a prolonged struggle against the innate forces which were constantly urging them to movement. It was a prolonged fight against nature. In proportion to its success this effort was a contravention of nature's beneficent provision for the growth and development of a healthy human animal. Of course, it is well that children should be trained to quietness and immobility at proper times and for reasonable periods. But these periods should be very short with the younger ones. They may be lengthened gradually as the child grows older. We wonder if there are any among

our readers who spend their strength and nervous energy in this unnatural and unequal warfare. If so, they have yet to learn that as a matter even of economy of time and success in work, the little ones should be given a change of position and a motion exercise of some kind at least every half-hour. Try it.

THERE is a constant cry in many of our American and some of our Canadian exchanges that children should be taught patriotism in the schools. School education should certainly fit children to become intelligent citizens as they grow up. In order to do this they should know something of the history, the constitution, and the civic and political institutions of their country, as well as of other countries. But the truest way to teach patriotism is to train up the young to become broad-minded, noble, men and women. There is a spurious and ignoble patriotism which teaches men to say, "I will stand up for my country, right or wrong." The loftier patriot is he who says, "I will stand up for my country, only so far as I can see that she is right." There is also a narrow, ignorant patriotism, which is composed of ignorance and prejudice in about equal parts. Patriots of this kind take no trouble to inform themselves about other countries, and consequently have no data for making fair comparisons with their own. Let us inculcate patriotism, but let it be the genuine thing, clear-sighted, large-hearted, and above all petty dislikes and jealousies of other nations. The patriotic instinct is innate. It is a good and right feeling, implanted for a good purpose, and under ordinary circumstances is sure to survive and grow. But let it not be forgotten that cosmopolitanism or philanthropy has a still nobler origin and purpose. It is from above, and recognizes all men as brethren.

NOW is the time to subscribe for the EDUCATIONAL JOURNAL. Those who do so within the next few weeks can obtain the numbers from September 1st, the commencement of the school year. They will, thereby, in addition to other advantages, have the benefit of all the Departmental Examination Questions and Solutions which will appear in successive numbers.