

The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year,
In Advance.

TORONTO, DECEMBER 1, 1894.

Vol. VIII.
No. 14.

Table of Contents.

PAGE.	PAGE
EDITORIAL NOTES..... 211	motion and Review Examination..... 217
ENGLISH—	The High School Junior Leaving and University Pass Matriculation..... 218
Repetition and Parallelism in English..... 212	MATHEMATICS—
Poetry..... 212	Correspondence..... 218
The May-Queen..... 212	Trigonometry..... 219
FOR FRIDAY AFTERNOON—	Problems for Solution..... 220
Canada..... 213	PRIMARY DEPARTMENT—
The Mischievous Cat..... 213	Definitions in Geography..... 220
The Meadow Brook..... 213	The Clock..... 220
The End Of It All..... 213	Stories for Reproduction..... 220
EDITORIALS—	Class Recitation..... 220
Religious Teaching in Public Schools..... 214	CORRESPONDENCE—
Mr. Parker's Book and Its English Reviewer..... 215	The Infantry..... 221
Dominion History Competition..... 215	The County Board Question..... 221
SPECIAL PAPERS—	SCHOOL-ROOM METHODS—
A Specimen of American Pedagogics..... 216	Reading..... 221
Dialogue: "School Life and Its Influences"..... 217	Clearing the Record..... 221
EXAMINATION PAPERS—	A Lesson in Numbers..... 222
East Middlesex Pro-	Courtesy..... 222
	QUESTION DRAWER..... 222

Editorial Notes.

"WHY don't parents visit the school? may be a good song to sing," says the N.Y. *School Journal*, "but a question which needs still greater attention is, 'Why don't teachers visit the parents?'" There may be a hint in this which, if acted on, might prove profitable to some reader.

WE would call the attention of teachers to our notice of *The Canadian Almanac*, in another column. We have no special interest in the sale of the almanac, and mention it only because it contains a mass of reliable information, on a great variety of Canadian matters, which should be within the reach of every teacher, and in regard to many of which we are constantly receiving questions.

NOTWITHSTANDING the great advances which have been made of late years in the direction of public or state education in England, it appears from a Parliamentary return recently published that there are in England and Wales to-day 14,668 voluntary elementary schools with accommodation for 3,646,830 children, and an average attendance of 2,410,450. There are 4,903 board schools, with accommodation for 2,113,932 children, and an average attendance of 1,689,214.

WE give in this number a few more letters upon the question of overcrowding and underbidding in the profession, their causes and cure, but we are unable to find

room for several that have come to hand. Will our correspondents kindly condense as much as possible—many do not need the hint—and hold themselves strictly to the point. That involves many questions worth discussion, such as, those touching the cause and cure of over-competition; the prevention of the unmanly and unwomanly practice of underbidding; the increase of salaries, etc.

WILL the large number of our subscribers who are not in arrears pardon us for respectfully requesting in this column that those who are in arrears will do their very best for us during this last month of the year. The times are hard; our bills are heavy; the compositor, the pressman, the binder, the paper manufacturer, those who do the account-keeping, the folding, the mailing, etc.,—all have to be paid. Even the Editor cannot get along very well without a modicum of what are called the necessaries of life, which have to be purchased with lucre. Every dollar helps.

"DO YOU have any exercise that is well calculated to interest the whole school?" was asked at a teachers' meeting somewhere. The question seems to us to convey a very important suggestion. Some exercise, however brief, which has reference to the school as a whole, and is adapted to interest all, is a very desirable part of the programme for every day. The teacher will do well to plan for this beforehand, to give thought to it. Something of the kind is needed to unify the school, to foster an *esprit de corps*. It gives the teacher, too, an opportunity to say a word, or make an explanation, on any subject to which he may wish to call the attention of all.

THE London (Eng.) *Schoolmaster*, gives from the report of the Examiner in English for an Intermediate Board of Education, some striking instances of the extent to which "children draw upon their imagination, and, without thought of guile, make fancy do service for fact." Describing the "Composition" exercises sent in, the test being "A Walk in Winter," the Examiner says: "One boy found in the course of his walk on a winter's day a bird's nest with four eggs. Another heard the song of the nightingale in the course of his ramble. A third told how, after hav-

ing enjoyed himself skating, he proceeded to an orchard where gooseberries, apples and strawberries were to be found growing in profusion and full maturity under the winter sun!" The *Schoolmaster* adds: "How far these curious experiences arise from ignorance of the ordinary phenomena of a winter's day and a jumble of recollections, or from, as we suggest, the ready imagination of youth, it would be difficult to say."

Query: Were the pupils given to understand that they were to follow fact, or even conform to ordinary experience, in their descriptions? If not, the play of fancy easily accounts for the results.

THE *Schoolmaster* (Eng.) says that Max O'Rell is angry because when people in England want to be particularly "nasty," they remind him that he was once "a schoolmaster."

"You may happen to know," he says, "that some years ago I was one of the masters of St. Paul's School. I resigned that position in 1884. Ever since then, whenever an Englishman has wished, through the Press or otherwise, to make himself particularly disagreeable, he has hurled at me the epithet of 'Schoolmaster.' Now, Sir, in France, many of our ministers and ambassadors are ex-schoolmasters. The President of the Senate is one. So are many Academicians. Alphonse Daudet and Francisque Sarcey are two others who constantly boast of it. In Italy, teaching is the profession of predilection among the nobility. I am very curious to know whether in England there is any disgrace attached to the calling, and if so, why?"

The *Schoolmaster* replies that there is not the slightest doubt that at this moment a section of the English people *do* look rather stiffly, if not exactly contemptuously, upon the office of school-teacher. "But on the other hand," adds our contemporary, "the feeling is fast disappearing, as it must necessarily do under the influence of a body of teachers such as are at work in the schools to-day." It may be that some teachers in Canada are nettled occasionally by some lack of social consideration from people of a certain class. The *Schoolmaster's* hint is a good one. The question of social recognition and consideration by any class whose opinions are worth notice, is in the hands of the teachers themselves. Let them show themselves on all occasions possessed of high intelligence and true refinement, and the doors of all social circles that are really worth entering will soon be thrown freely open to them.