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The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1878.

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.

1882.

We most cordially wish all our readers the best compliments of the season. We venture to hope that the New Year of 1882 will find them more earnest, and enthusiastic teachers than they were at the beginning of 1881. We trust that most of them have been re-engaged at higher salaries. It is one of the functions of the CANADA SCHOOL JOURNAL to make them worthy to receive higher salaries, by fitting them more fully to perform their important duties. Any teacher whose position is worse this year than it was last year should look carefully and honestly through his own record, and take stock of his own efforts to improve himself, before he blames trustees, or rails at fate.

We part from 1881 with the most kindly feelings. He has been unusually kind and generous towards us. The subscription list of the JOURNAL has been increased even beyond our most sanguine expectations. We have become more widely acquainted with the teachers and inspectors throughout the country, and there is no flattery in the statement that the more we know of them, the more we respect them for their intelligent devotion to their work. We heartily thank our large circle of friends for their assistance during the year, in extending our circulation, in contributing valuable articles, in communicating items of educational news, and in making suggestions for the better adaptation of the JOURNAL to the needs of the teachers, whose best interests it is our aim to advance. For the future we promise to be all of good that we have been in the past, and to still strive to make every improvement which we believe will make the JOURNAL more useful to the great army of teachers in helping them to do their daily work with less strain on themselves and with more profit to their pupils. We request every teacher in Canada to become a member of our staff by sending brief statements of educational news from his vicinity, in a form in which they may be handed to the printer. We will send special reporters as far as possible to conventions and other

educational gatherings if duly notified. If we are unable to do so we request the proper officer to send us an abstract of the work done.

We repeat in closing the wish that each one of our readers may receive all the best blessings of Christmas, and all the brightest hopes of New Years; and we sincerely hope that the CANADA SCHOOL JOURNAL may largely aid in making their next Christmas and New Year's Day more full of peace and promise than any that have preceded them.

THE TEACHER'S RESPONSIBILITY.

—We commend to our readers the following extract from an educational address of that great statesman and Christian, the eloquent and philosophic Guizot. No nobler or more inspiring words, we are sure, could greet the eyes of the teachers of Canada as they open the first number of the CANADA SCHOOL JOURNAL for 1882:

"All the provisions hitherto described would be of none effect, if we took no pains to procure for the public school thus constituted, an able master, one worthy of the high vocation of instructing the people. . . . Humble as the career of a schoolmaster may seem to be, and though often doomed to pass his whole existence within the sphere of a small community, his labors are, nevertheless, felt throughout society at large, and his profession is as necessary and important as that of any other public functionary. It is not for any particular or merely local interest, that the law demands that every man should acquire, if possible, the knowledge which is indispensable in social life, and without which, intelligence languishes and degenerates; it is for the STATE ITSELF and the public interest; it is because liberty is certain and steadfast only among people enlightened to listen, in every circumstance, to the voice of reason. PUBLIC ELEMENTARY INSTRUCTION IS ONE OF THE GUARANTEES OF ORDER AND SOCIAL STABILITY. Doomed to pass his life in discharging the duties of a somewhat monotonous vocation, often even in struggling with the injustice or the ingratitude of ignorance, the teacher would often repine and perhaps sink under his afflictions, did he not draw strength and courage from another and higher source than that of immediate and mere personal interest. A deep sense of the moral importance of his duties must support and encourage him. He exhausts his strength in sacrifices which are scarcely noticed by those who reap their benefit; he labors for his fellow-beings and looks for his reward to God. . . . His first duty is towards the children confided to his care. The teacher is summoned by the parent to share his authority, this authority he must exercise with the same vigilance and almost the same affection. Not only is the health of the children confided to his care, but the cultivation of their affections and intelligence depends almost entirely on him. In confiding a child to your care, every family expects that, as much as lieth in you, you will send him back an honest