

"THERE never was a time," says an American exchange, "when so many cities and towns advanced the pay of their lower grade teachers as within the past year." This is very encouraging. It shows that the transcendent importance of the work of foundation-laying in education is coming to be better understood amongst our neighbors. Is similar progress being made in Canada? Let us hope so.

THE suggestion of "Rusticus" in another column, that the pupils, especially the younger ones, should not be required to sit at their desks through all the tedious hours of the school day, is sound and sensible. We do not see why it could not be made practicable. If some provision could be made for the oversight of the smaller children during two or three of the five or six hours, giving them full liberty to amuse themselves, under proper restrictions, the results both physical and mental would, we believe, fully justify the experiment. No child under ten or twelve can keep his mind on the stretch for the half of the six hours a day which is, we suppose, the usual length of the school day. The manual training and science departments will probably come in some day to solve the problem.

WE are proud and happy in being able to make our bow to our patrons, on their return from vacation recreations to commence the active duties of another year, in a brand-new dress, which we hope they will find neat and attractive. We feel sure they will accept this and other new and improved features of this and subsequent issues as additional proof of the desire and purpose of all connected with the management of the EDUCATIONAL JOURNAL to make it second to no paper of its kind anywhere, in progressiveness and adaptation to the wants of teachers. Our aim is to publish a paper that shall be simply indispensable to Public school teachers of every grade. In this honest ambition we have already succeeded to a gratifying extent, as shown by our subscription list. We hope and we mean to succeed to the fullest extent within the limits of reasonable possibility. We ask the hearty co-operation not only of all our old friends, but of all teachers who think the JOURNAL is doing a good work.

PLEASE remember that we are always glad to hear from subscribers and from actual teachers. Short spicy communications on subjects of living interest in the educational world are always in order. We are particularly glad to receive contributions of a practical character, such as those which offer hints and explain methods for the conduct of classes, the teaching of specific subjects, the preservation of order and enforcement of discipline, etc. Teachers would do well to bear in mind that while they are striving in this way to help others they are often rendering excellent service to themselves. One of the best of all possible means of clarifying one's own

ideas and gaining fresh ones is the habit of putting them into concrete form on paper. Indeed, we sometimes think that we can never be quite sure we have clear ideas on any subject till we have compelled ourselves to reduce them to written form. Let us hear from you, friends. If we are helping you, it will do us good to tell us how and why. If we fail to help you it will do us good also to know wherein and why.

In our Correspondence columns will be found two interesting letters on the subject of Time Tables for ungraded public schools. Both writers agree that the number of subjects and classes to be taught by a single teacher is too great to admit of any arrangement by which a satisfactory amount of time and attention can be given to each subject. Each letter contains suggestions well worth consideration by teachers and by the Department. Mr. Wallis's intimation that several subjects might with propriety and profit be dropped from the curriculum in the ungraded country school, is perhaps the most practicable solution of the problem. A committee of competent and experienced teachers would find little difficulty in drawing a pencil through several items that could be dispensed with, not only without damage, but with positive gain to the efficiency of the course. A still better mode of relief would be an addition to the teaching staff, but that would be, probably, in most cases impracticable. The idea that the Central Committee or Department should furnish a model time-table, not to be slavishly followed, but as a basis and guide for the teacher, is a good one. Perhaps, however, that which Miss Anderson has supplied through the JOURNAL may answer the purpose almost equally well.

COMPLAINTS have sometimes been made by teachers of the primary classes in the public schools that the EDUCATIONAL JOURNAL contained little that was specially helpful to them in their class-room work. Admitting that there may have been some room for such criticism, we have, as before announced, now made arrangements for adding a Primary Department to the numerous other departments through which the JOURNAL aims to meet the wants of teachers of all grades. The Primary Department has been put into the hands of two teachers who have the best of all qualifications for this important and difficult task, years of highly successful experience in primary work. The first instalments of their contributions will be found in this issue. We desire to invite the attention of all teachers of primary classes in city and country to this new feature of the paper, feeling sure that they will find something in every issue that will, if rightly used, prove suggestive and stimulating to them in their labors. We shall, indeed, be much mistaken if many young teachers do not find in the opening articles of the new department in this number, hints and helps that will be worth much more to them in the year's work upon which they are about to enter than the cost of a year's subscription to the JOURNAL.

### Educational Thought.

MORAL education is found in every school where habits of obedience and punctuality, honesty, industry, self-control and truthfulness are insisted upon; and, even enforced as God's laws, there need be no sectarianism in such teaching.—Mrs. Emily A. Fifield.

THE events which go to form the character accumulate constantly to the end of life, determined by the choice that is made at first, like the accumulating waters of the river as it rolls on, augmenting its volume and its velocity until life is lost in the broad ocean of eternity.—Albert Barnes.

THE men to whom in boyhood information came in dreary tasks along with threats of punishment, and who were never led into habits of independent inquiry, are not likely to be students in after years; while those to whom it came in the natural forms, at the proper times, and who remember its facts as not only interesting in themselves, but as the occasions of a long series of gratifying successes, are likely to continue through life that self-instruction commenced in youth.—Herbert Spencer.

IN teaching infants or very young people, the main aim should be to give a taste for the lessons, always taking care to secure the habit of accuracy in the answering. Pains should be taken not to foster too much of a spirit of rivalry, which genders jealousy and envy, and may end in making self-confident boys proud, and discouraging the timid and the gentle. These evils of an immoral character will very much counteract the good derived from the smartness produced by premature competitions.—James McCosh.

THE power to think for one's self has too little standing in the school, and we do not insist enough upon the appreciation of the worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of ignorance.—Century.

I THINK not only that morality can be taught in our public schools without sectarianism, but that it is already taught there on a large scale, and commonly in that spirit. The first essentials of morality—self-control, truthfulness, obedience, unselfishness—are not merely constantly enjoined, but have to be practised for the successful working of any school. The secondary virtues of punctuality, order, gentleness, are also essential, and will be found in every good school. Modesty, purity, chastity of word and act, are strictly required of every pupil, not merely in school, but about the school buildings. Many pupils obtain almost their whole training in all these virtues from the influence of the schools, since they are not taught them at home and may never go to church.—Thomas Wentworth Higginson.

TO such a one (the plutocrat) comes the professor from some modest seat of learning among the hills, minded to see his old classmate. The rich man looks down with a bland condescension upon the schoolfellow who chose the company of his books rather than the companionship of the market place, and as he notes, perhaps, his lean and Cassius-like outline, his seedy, if not shabby garb, and his shy and rustic manners, smooths his own portly and well clad person with complacency, and thanks his stars that he early took to trade. Poor fool! He does not perceive that his friend the professor has most accurately taken his measure, and that the clean and kindly eyes that look at him through those steel-bowed spectacles have seen with something of sadness, and something more of compassion, how the finer aspirations of earlier days have all been smothered and quenched.—Bishop Henry C. Potter.

THERE is hardness enough in this world, without manufacturing any, particularly for children.—President Elliot.