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## Editorial Notes.

THE next number of the EDUCATIONAL JOURNAL will be dated September 1st, 1893.

THE following definition of a teacher, by the late Principal Thring, is worthy of being printed in letters of gold over the front entrance of every schoolhouse in the land: "A teacher is one who has liberty, and time, and heart enough, and head enough, to be a master in the kingdom of life; one whose delight it has been to study mind, not in books, but in strange realities of dull and ignorant pupils; one who has found joy in darting a ray of light into dark corners, and wakening up hope and interest in the sacred lesson-learners who have not learned."

WE do not know to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, prevails in Canadian public schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public schoolmaster's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned. A prominent American educator has said: "Permanent tenure in Germany has made teaching a profession, with us it is a trade."

A PRACTICE which is, it seems to us, better honored in the breach than in the observance, is that of nationalizing literature for study in the schools. There just now meets our eye in an American exchange an article on the "Study of American Masterpieces in Grammar Grades." Surely literature, like religion, should know no political boundaries. Every child engaged in the study of literature, to say nothing of masterpieces, is entitled to have set before him for admiration and imitation, the very best of the particular kind that is available, without regard to the country of its origin. To divide literature for educational purposes into English, American and Canadian, or on any other artificial lines, is, to our thinking, to degrade the subject and wrong the pupils.

WE invite attention to the new clubbing offer made by the publishers in this number—the offer, namely, of the EDUCATIONAL JOURNAL and the *Cosmopolitan Magazine*, at the remarkably low rate of two dollars and fifty cents for both. The lowering of the price of the *Cosmopolitan* to such a figure as makes this possible, is as its publishers justly claim, one of the most radical steps ever taken in periodical literature. The *Cosmopolitan* promises to surpass its best previous record in 1893. The best plan will be for each subscriber to the JOURNAL to procure a sample copy of the magazine and then judge for himself whether the offer is not one of the best ever made for those who wish to obtain the educational paper of the province and a first class magazine for a trifle above the price of either.

AMONG the interesting and valuable original articles to be found in this number are one on "Tennyson's Use of the Classics," by A. Carruthers, B.A., Classical Master in the Jameson Avenue Collegiate Institute, and a discussion of the question, "Is Teaching a Profession?" by Richard Lees, M.A., Science Master in the Brampton High School. Mr. Carruthers makes it very clear that the influence of the great poet's classical studies powerfully affected both the style and thought of his immortal productions. Mr. Lees, we are sorry to say, does not find himself able to show with the same certainty that teaching in the public schools of Ontario has the ear-marks of a learned profession. He is compelled to point out that it is lacking in some important features, among which are permanency of tenure, adequate remuneration,

and social recognition. Both articles are worth careful reading, and the remedies proposed by Mr. Lees merit the teachers' special attention.

IN an article in the *Educational Times*, (Eng.) the Rev. William Burnet, M.A., presents some important and startling statistics which have been gathered to show the effects of high pressure in European schools upon the physical health and growth of children. One result of these inquiries at Stockholm was the following: "At the end of the first school year seventeen per cent. of the children medically examined were found sickly or ailing; at the close of the second year, thirty-seven per cent. were so; and after the fourth year, the number of sufferers had risen to forty per cent. Similar results were reported in Denmark. In both countries the cause appeared to be the same, the mental strain augmenting in proportion as the scholars advanced in the classes, although the hygienic conditions were unchanged. This was found to be especially the case with the girls, sixty-one per cent. of whom evinced signs of chronic ailments, more or less serious, and ten per cent. had curvature of the spine. The excessive length of the hours of study, at least in the colleges, seemed to fully account for this state of things."

IN France the state of things was found no less unsatisfactory. No wonder! The primary schools are open for thirty hours in a week of five days (Thursday being a holiday), and in addition the children have to prepare home-lessons in the evenings. In the Lycees and other secondary schools the case is even worse. There the boys generally enter at nine years of age, and they, as well as their seniors, are doomed, on an average, to ten hours' work daily in class, or in preparation for class, with only four intervals for recreation, amounting in the day to three hours for the lower classes, and two hours for the higher. The regulations vary, indeed, in different places; but these, according to Dr. Rochard, are the hours in most. What, then, are the results? The same writer states that it has been shown from statistics that, of the young men exempted from military service on account of weak health, those who have taken a Bachelor's degree are the most numerous. He also says, from his own observation as a physician, that nervous affections, brain diseases, dyspepsia, myopia, are largely prevalent in school. The only comment which suggests itself, for which we have space, is, "What fools these mortals be."