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Editorial Notes.

IN his remarks as chairman, at the annual closing of the Ontario School of Pedagogy, which, by the way, was a highly successful event, Dr. McLellan is reported to "have rallied the outside examination idea with some spirit, contending that the members of the Faculty were quite competent to pass judgment on the papers." The popularity of the "outside examination idea" is evidently on the wane. The members of any faculty of instruction are the proper persons to pass judgment on the work of their pupils, and the only persons who can do so with just discrimination. The public will rightly judge them and their pupils by the work done by the latter in the field of active life.

The following note from Principal MacCabe explains itself. When our last note was written we thought the time-tables had been forwarded to Principal MacCabe, but owing to pressure of other duties the Toronto examiners were unable to complete their work so soon as expected. Under the circumstances we fear the final announcement cannot be made before the first of July:

To the Editor of the EDUCATIONAL JOURNAL:
DEAR SIR,—To-day (21st May), I see, for the first time, the time-tables sent you in the competition.

It is impossible for me to do anything towards examining them until after the 14th June. I very much regret this; but my time until that date will be so fully occupied with my regular business for this

stage of the Normal School session, that I cannot attend to any outside work.

Yours faithfully,

JOHN A. MACCABE.

Normal School,
Ottawa, 21st May, 1894.

MUCH complaint is made because of the number of those who give up teaching to enter some other employment. That great loss to the country and to education results from this cause is unquestionable. But is the teacher to be blamed? It is even questioned by some prominent educators whether it is wise for teachers to continue in the work, especially in the public schools, until their possibilities of success in some other pursuit are gone. The tendency of the time is to fix the "dead line" for teachers at a comparatively early age. But it is often exceedingly difficult, even at that age, for the ex-teacher to find other employment or to adapt himself to it, if found. The smallness of salaries is, of course, at the bottom of the difficulty. Let the average of salaries be raised to a level which will enable the prudent man to support his family in frugal comfort and make some provision for the future, and the evil complained would soon be at a minimum.

DISPARAGING remarks are sometimes made, not, we fear, without too much cause, touching the dearth of literary work on the part of the great majority of public school teachers. Even the High School masters and the professors in our colleges and universities, with a few notable exceptions, do not contribute their share to the literature of the country. We know well how many difficulties there are in the way; how unfitted the brain seems after the strain of class-room work, or of six hours in the public school, for any vigorous thinking or effort of any kind; what demands our modern methods, especially the multiplied written examinations, make upon the teacher's time and energies. And yet few who have not tried it are aware of the fertility which their own brains might exhibit with proper attention. For instance, let anyone who possesses an ordinarily active mind adopt the plan of carrying note-book and pencil and jotting down as far as may be practicable at the moment, thoughts that occur in reading, or conversation, or during a quiet stroll, with suf-

ficient precision to insure their recall when wanted, and he will be surprised at the result. If the mind is directed mainly to any particular subject, an abundance of material for its full discussion may soon be collected in this way. These crude thoughts should afterward be clearly defined in writing. There is no more valuable exercise for the mind of child or adult, and when one has learned how, none more delightful, than the attempt to give clear and concise expression to its own thoughts in writing.

AN article in another column gives a somewhat amusing but o'er true picture of the old-time country schoolmaster, with his ferule ready to hand on his desk, and his six-foot switch in hand or under arm, as he stamps with his foot and shouts lustily his determination to have *order* in the school, himself, meanwhile the most disorderly person in the room. But the master thus described was but half armed for the fray in comparison with one choleric old gentleman whose image is indelibly stamped on the front wall of the writer's memory. This order-loving pedagogue had not only his ferule on table, and perhaps his switch in hand, or on the wall—the switch was too trifling a thing to be distinctly remembered beside more formidable implements—but in addition to these his armory contained, first, a slender hardwood rod or cane, hanging by a string from the projecting side-post of his chair; second, a cat-o'-nine-tails, suspended in like manner; and third, under lock in his desk, but brought out on great occasions, a veritable bastinado of raw-hide, probably three feet in length, and tapering from a thickness of perhaps two inches at one end, to a point at the other—a truly terrible weapon. Among the side pictures in this panorama, one stands out with peculiar distinctness. The "master" stands in the middle of the school-room; with his left hand he clutches firmly by the collar, at the throat, a luckless wight who has incurred his ready wrath. His right, uplifted, clasps his precious cat-o'-nine-tails, the tapering points of which have become entangled in a bent nail projecting from the wooden ceiling, while the "master," in his frantic efforts to pull it free, works himself into a perfect frenzy. The culprit's sister—never mind who the culprit was; he survived—flees in mortal terror from the school, while the other boys and girls gaze on the edifying spectacle with awe-struck faces. Possibly, after all, the JOURNAL is not perfectly dispassionate in its dislike of flogging in the school.