

# The Canada School Journal.

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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.  
Recommended by Chief Superintendent of Education, P. E. Island.*

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.

### THE SPIRIT OF THE TEACHER.

“Lay the young eagle in what nest you will,  
The cry and swoop of eagles overhead  
Vibrate prophetic in its kindred frame  
And make it spread its wings  
And poise itself for the eagle's flight.”

—George Eliott

In the last analysis life is found to be something more than organization. In the daily work of the teacher, improved methods of instruction, skilful plans, and appropriate machinery may multiply power, increase effects and exalt influence. But all machinery is by itself mechanical and needs a soul of power behind it, a living spirit to move it, an immaterial essence transfused into it, otherwise, it is lifeless, dead, and can produce no spiritual result.

Life itself eludes the most delicate chemical tests, and the finest and best results of the true teacher cannot be estimated either quantitatively or qualitatively by the crude tests at our command. The white of an egg and the poison from the fang of a rattlesnake are chemically indistinguishable, yet one is wholesome food and the other is deadly poison. So also our educational tests must forever fail to measure the higher spiritual products of education, the influence of intellect on intellect, of soul on soul, of heart on heart. These can never be exhibited in tabulated results, nor their sum cast up in percentages. Yet they are all there for eternity, not the less valuable, not the less worthy of attention because we cannot precisely measure them with our rude instruments or estimate their weight in our educational balances. What we can weigh

and measure is likely to occupy a disproportionate share of our thoughts and attention.

What is the soul of all our educational machinery? What is the great motive force that propels our system? What is the invisible power that resides behind courses of study and instruction and gives them organic potency? In short, what is the life and soul of effective teaching? It is

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And what is the spirit of the true teacher? We cannot define it any more than we can define the spirit of poetry or the perfume of a flower. It is the spirit of Socrates, who, by his spiritual midwifery helped to a birth the intellectual throes of his disciples. It is the spirit of Milton, who, amid his poverty and blindness, “saw with that inner eye which no calamity could darken,” and labored diligently at his great work through all discouragements and without the least hope of earthly reward. It is the indomitable spirit of Wellington, who rode without a tremor through iron hail, and listened unblanched to the oft-repeated order, “Close up the ranks!” but wept as tenderly as a mother for her first-born as he walked over that terrible field in the calm moonlight. It is the spirit of Pestalozzi and Fröbel who delighted in little children and spent their whole lives in working out plans to promote their happiness. It is the spirit of Robert Raikes, Dr. Guthrie, and the poet Longfellow. It is the spirit of that GREATEST TEACHER who walked in Judea eighteen hundred years ago, took up little children, put his hands upon them and blessed them.

### THE ENGLISH EDUCATIONAL CODE.

The English Education Department now deals with the instruction of very nearly five millions of children, and spends a Government grant of over three millions of pounds sterling. The general administration of the School Law is governed by a legal document called the Code, which is subject to modifications from year to year. Supplementary instructions are issued from time to time to inspectors and school managers to point out the proper interpretation and practical application of the Code. This series of official circulars has just been consolidated in a new circular letter from the Department, and English educationists are at present interested in comparing and discussing the numerous changes introduced. We select a few points from this rather formidable document, which will serve to give a glimpse of the tone and spirit in which the English school law is to be carried out.

Inspection is conducted by Senior Inspectors of *divisions*, each Senior having under him a considerable staff of Sub Inspectors and assistants for separate *districts*. These officers are warned against hurrying through their work, against keeping children under examination for an unnecessarily long time, and are plainly enjoined that infant schools should not be detained