

# The Canada School Journal.

VOL. XI.

TORONTO, MARCH 15, 1886.

No 6.

## Table of Contents.

EDITORIAL.....	A 00
SPECIAL—	01
Elementary Chemistry.....	63
High School Literature.....	64
Entrance Literature.....	65
Responsibility of the Teacher.....	66
EXAMINATION PAPERS.....	67
PRACTICAL.....	68
EDUCATIONAL NOTES AND NEWS.....	69
PRACTICAL METHODS.....	71
LITERARY CHIT-CHAT.....	72
TEACHERS' ASSOCIATION.....	72
LITERARY REVIEWS.....	72

## THE CANADA SCHOOL JOURNAL.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

### —TERMS—

**THE SUBSCRIPTION** price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

**DISCONTINUANCES.**—THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

**RENEWALS** of subscriptions should be made promptly.

**ALL BUSINESS** communications should be addressed to the business manager. Articles intended for publication should be addressed to the editor. Post Office Orders to be made payable to J. L. Robertson.

**ADVERTISEMENTS** of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: 423 Yonge St., Toronto.

An excellent maxim in school as in family government is, never punish for the consequences of wrong conduct. It is a very necessary maxim for both parents and teachers. How often is an act of carelessness or disobedience suffered to pass unnoticed so long as no harm comes of it. But so soon as the child lets fall and breaks the article he has been forbidden to touch, or does some injury by his careless habits, he is often ruthlessly punished. It should be unnecessary to point out that the wrongfulness of the act is in no wise increased by the consequences that may follow it.

The educational exhibit is now being catalogued and packed at the Education Office. Amongst the latest additions we see noted, are two specimens of etching on brass, the work of a niece of Professor Young, of University College. These etchings are two feet and a half in diameter, and handsomely mounted in crimson plush. A collection of water-color drawings from Stratford Collegiate Institute are said to be very fine. A student of the Ottawa School of Art sends a set of diagrams in practical geometry cut out of card-board, also a set of problems in practical perspective.

Some of our American contemporaries are discussing the respective merits of the two theses, 'The live teacher is born,

not made," and "The live teacher is made, not born." No doubt both are false as thus broadly stated. The truth lies between. It is absurd to fly in the face of all experience and observation by denying that some persons have great natural aptitude for teaching, others little. It is no less absurd to contend that any well educated man or woman, of average abilities and good sense, cannot become a successful teacher. When there is a will there will be found a way. But both mind and heart must be given to the work. Where either is withheld, or only half surrendered, no high success is possible.

We regret that there has been some delay in furnishing subscribers who chose "Fitch's Lectures on Teaching," with their premium. The large number who selected this book made a heavy inroad on our stock and in order to get ready another supply, delay was necessary. All ordered up to date are now mailed, and we would thank subscribers to acknowledge receipt by post card, as in consequence of parcels of other premiums having failed to reach destination, we wish to be assured that no one is disappointed or dissatisfied. We would like to write to every subscriber, but the very large amount of applications received daily prevents us from following our usual plan of replying immediately to our correspondents.

We have not, as yet, extended the dates of termination of subscription as we promised to do, because we are waiting to ascertain the wishes of our patrons. We shall at once proceed to do so now, and subscribers will be good enough to inform us without delay. In the absence of instructions to the contrary we shall double the time of subscription from the commencement of this year.

Teachers of large ungraded schools are often sorely puzzled to know how to keep the younger children employed, or rather amused, during the long school hours. It is absurd to expect children of six or eight years to study five or six hours a day, or even half that time; and cruel to try to force them to do so. On the other hand unemployed brains are sure to make disorder and mischief. One of the most useful devices is a box of letters, such as can be procured for a few cents for the game of word-making, or even manufactured out of thick paper or card-board. Most children, with a little guidance, will find a fruitful source of amusement in combining the letters into words and short sentences, and will thus really be learning to spell and compose while amusing themselves. This is only one of many similar methods which the skilful teacher will adopt to keep the active little minds pleasantly and profitably busy.

"It is useless pumping on a kettle with the lid on," says Thring. Yet how often is this done in school and college. More skill is often required on the part of teacher or professor to get the lid off than to replenish the kettle afterwards. Dropping the homely metaphor, the teacher's first, and often most