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Editorial Notes.

WE are sorry to find that we have overlooked until too late one or two questions sent us for Question Drawer. For answers to questions in Mathematics and English see those departments in next number.

OUR subscribers will please accept our apologies for being a day or two late with this number of the JOURNAL. The pressure of work caused by moving to our new office and arranging details of publication and management must plead our excuse. We hope to do better next time and every time hereafter.

IN referring to the different editorial departments of the JOURNAL in last number we, in our haste, quite overlooked the Science Department. This, in the hands of Mr. Jenkins, will easily take rank among the noteworthy features of the JOURNAL. This department also, we are glad to say, will be continued monthly, with careful reference to the needs of the students of science in the Public and High Schools and Collegiate Institutes.

OUR best thanks are due and are heartily given to the kind friends who have sent us words of congratulation and confidence on our assumption of the full responsibility for the publication of the EDUCATIONAL JOURNAL. Their expressions of appreciation of the work the JOURNAL is doing, and of approval of the new arrangement, would be an additional stimulus, if any were

needed, to do our best to help the teachers in their work and in their efforts to improve the status of the profession, and to labor for the advancement of the interests of education in Canada generally.

AT the convocation of the University of Toronto, a few days since, President Loudon delivered a lengthy and lucid address, dealing largely with the system of management of the University and its colleges, which is somewhat complicated, and is not, probably, very well understood by the public. Chancellor Blake also made a short speech which was enthusiastically received by the audience, though even his eloquence did not suffice to secure respectful attention from the students. What a pity it is that so many of the young men who have attained the dignity of college gowns have not outgrown the juvenile impression that rudeness on public occasions is a sure mark of cleverness, and noise synonymous with wit.

THE annual report of Dr. Barnardo's Homes for orphan and waif children, just received, shows that during the year ending 31st December last, 8,947 fresh cases of children were dealt with. No fewer than 4,363 rescued boys and girls were on an average resident in the Homes. Of the fresh cases admitted during the year, 1,244 had actually been on the streets, sleeping out, or were rescued from common lodging-houses, or the custody of thieves, prostitutes and other persons of abandoned life. During the year, 1,475 boys and girls were sent to situations, or otherwise placed out in life, in Great Britain, and 727 selected boys and girls sent to Canada. Of these ninety-eight per cent. are said to be doing well. There is a good deal of opposition in some quarters to the admission of these children into the Dominion, and much is made of an occasional misdeed by one of them. But, as a matter of fact, the record is a remarkable one. It is doubtful whether were the courses of one hundred Canadian children, taken at random, followed for a number of years, it could be said that all but two were doing well. Dr. Barnardo's and similar institutions are really doing a noble work, and are worthy of every encouragement.

AS WE have so often said, we think that young and inexperienced teachers might be

greatly aided in their work if those who are older in years and labors would more freely give them the benefit of their experience. To this end we propose to ask those who have had years of training in the work to contribute occasionally to a postal card symposium in our columns. We shall be glad if any of our readers will suggest questions in regard to which they would like in this way to get the benefit of the wisdom and experience of others. Meanwhile we venture to propose a question upon which we should like to have brief notes from a large number of our subscribers. The question is one to which we have often adverted. We should state it somewhat as follows: What use, if any, do you make of the self-reporting system in your school, and what is your candid opinion, based on your own experience, with regard to the effects of the system, first, upon the progress, and second, upon the honesty and truthfulness of the boys and girls as a whole? The question of method here seems to us one of very great importance, especially in reference to the effect of different systems of record-keeping and discipline upon the formation of character, which should be regarded as the most important work of the school.

THERE are yet to be found those who contend that the subjects on the Public School curriculum should be confined to "the three R's." An American professor proposes as a substitute "the five L's"—Life, Liberty, Light, Law, and Love. This is an improvement worthy of universal acceptance. Children are *living* beings, and as such need development, not repression. They instinctively love *liberty* and should be made to see, by the experiences of the school, in what true liberty consists. They long for *light*, which means knowledge of truth, and should be encouraged in every effort to obtain it by the free and vigorous exercise of their mental powers. They must be taught subjection to *law* and should learn in school how to distinguish between reasonable and arbitrary rule, and to render willing obedience to the former. Above all, they are susceptible by nature of the emotion and impulse of *love*, the strongest force and the noblest motive in the universe, and they should be enabled to live and grow up in an atmosphere of love. As far as possible—and it is possible much farther than many pessimists suppose—love should be made the motive of all labor, all obedience, all service. Such an education would be education indeed.