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Editorial Notes.

THROUGH an inadvertency "Science" was included in the "Crowded Out" department of last number. It appears in this issue and will also take its regular place again in the next.

IN the English Department of last issue was given the first of a series of notes on the Literature Selections for the Public School Leaving examination. These papers, which will be continued from time to time, are being prepared specially for the JOURNAL, in response to the wishes of fifth-form teachers. We predict that they will be found highly useful and suggestive.

WE have received between thirty and forty time-tables for the prize competition. We are sorry that, owing to our having failed, up to the time of going to press, to hear from one of the gentlemen invited to act as judges, we are unable to announce the names of the committee of award in this number. Arrangements will be completed with as little delay as possible and the names of the successful competitors will be announced as soon as a decision is reached.

THE practice of betting is one of the wide-spread vices of the day. The essence of all betting is gambling. No argument is needed to show that gambling—staking money on the chance and in the hope of getting the property of another without paying an equivalent—is immoral, in every shape and form. The point we

wish to make here is that the foundation of the vice is often laid in the schools. The thoughtful and judicious teacher can do much to counteract it by discouraging the practice of betting of which many boys are so fond. Children should be taught that betting is both vulgar and wrong, and should be shown why it is so.

THE very valuable article by Professor Munn, which was published in our last number had been on hand for some time, having been crowded out of our Christmas number, for which it had been selected by the Mathematical Editor. We feel sure that our readers, especially those of them who have mathematical leanings, will agree with us that the permission to publish the article was too good a thing to lose.—Under the heading "Miscellaneous" we had in the same number a sketch by Sir Edwin Arnold which we commend to the attention of every reader. It is worth careful reading not only for the excellent pedagogical moral which it conveys, but for the literary charm of the style in which the story is told. We omitted to call attention to these two articles in the number in which they appeared, but do so now lest some reader should have overlooked them.

THE evils of cigarette smoking by boys are very great and we fear that the Ontario law, forbidding the sale of tobacco to minors, is not very strongly enforced. The law is, we believe, wise and good, and all who wish well to those who are soon to be men amongst us should aid in its enforcement. There is, however, a more excellent way to reach the very desirable end. A late number of the *N. Y. Independent* says:—

"The Anti-Cigarette Smoking League, started by Charles B. Hubbell, of the Board of Education, in the grammar schools of this city, is having quite a success, and the principals of the schools and the boys themselves show great interest in it. The boys pledge themselves upon honor not to smoke cigarettes before they are twenty-one years old. The league is spreading to the public schools in other cities.

There is nothing like voluntaryism, so far as it can be made successful. Why not have anti-cigarette leagues in all our schools in which there is a tendency to this health-destroying vice? With a little tact and enthusiasm most boys could be drawn into the movement, to the life-long good of many.

The following note was crowded out of last number: "Julius Cæsar," as a theme for

an essay, has not the charm of perfect freshness, and it must have required no little courage on the part of the youthful writer of the paper which we have published in our "Special" department to try his ploughshare in so hard-beaten a field. We do not suppose that he will be able to inspire older readers with his own glowing enthusiasm, and we do not know that we should wish him to be wholly successful in infusing his own ardent admiration of the great Roman into the minds of younger ones. Cæsar was first of all and above all a self-seeker, and was not scrupulous as to the means by which he sought to attain his ends. With all his wonderful genius, both military and literary, he was far from worthy to become the ideal of a nineteenth-century Canadian. But the essay presents on the whole a well-written and comprehensive summary of one of the most wonderful men of all time, and one with whose story all well-informed persons should be familiar. The sketch shows the results of much thoughtful study. It will be specially useful to those who may be reading or preparing to read the "Commentaries."

How many of the teachers under whose eyes these paragraphs may fall are really enjoying their work? We ask the question for this reason, amongst others: the degree of enjoyment which one finds in the work is a measure of his or her fitness for it and success in it. Mark, we do not say the only measure, but a most important one. It is a question whether anyone, in any profession or sphere of labor, can do the best work of which he is capable until he has learned to find a real pleasure, a positive sense of enjoyment, in the doing of it. Of course, in the teaching profession some are much more happily circumstanced than others. There are many who are overworked and under-paid; many who have to struggle on day after day amidst the most depressing discouragements. We know full well how hard it often is under such circumstances to maintain even a moderately even and cheerful deportment, to say nothing of either enthusiasm or delight. Perhaps the most trying position of all is that of the teacher of the ungraded country school, where one has to struggle on without assistance, "himself against a host." But even here energy, method, and a cheerful courage will often accomplish wonders. We are heartily sorry for the teacher whom one occasionally meets who owns that he or she regards the work of the school-room as drudgery, dislikes it intensely, and means to get out of it as soon as possible. We pity still more the pupils of such a teacher.