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Editorial Notes.

By way of variety, and with a view to give something of vacation flavor to this number of THE JOURNAL, the last before our August vacation, we have departed freely from our usual make-up. We have, in fact, preserved none of our special departments, except that of Science, which is, in itself, a recreation as well as a study, and have combined essay, story, and other selections of a shorter kind, with a view to making the number amusing as well as instructive. We shall hope to have so far succeeded as to have made the paper interesting enough to be read even during the moments sacred to rest and recreation.

THE committee appointed to read the manuscripts in the competition for the new school history of Canada are to meet in Quebec on the 25th inst. to make the award. It is said that a number of those who had announced themselves competitors have withdrawn, so that it is probable that the number of MSS. to be read will not be large. The result of the competition will be awaited with some interest.

"THOSE of us who were at the Toronto meeting four years ago," says the *Journal of Pedagogy*, "will recall the fact that the speakers from the United States, with two

or three exceptions, compared unfavorably with those from the Canadian side." This it very naturally, and, we daresay, correctly, attributes to the Canadians having put forth only their best men, "while those who represented the United States were, in nearly every case, educators who were in no sense looked upon as leaders of educational thought." A better programme was, it believes, that provided for the meeting of the National Educational Association, which was held last week at Denver, Colorado. Dr. Butler, the president of the association, had, it says, departed somewhat from the policy of former administrations, and had induced many representative college men to accept places on the programme—men and women who possess the power that comes from profound scholarship and broad culture. This was well, provided these men and women proved themselves possessed of scholarship so profound, and culture so broad, that they could come down to the level of the mass of their hearers, and deal with those elementary principles which are fundamental and of universal interest, rather than with those which are special or speculative.

IT was not to be supposed that, in this age of the bicycle, teachers would be among the last in adopting the new and fascinating mode of locomotion. The cost of the wheel is at present, no doubt, a serious obstacle to its use by many, but it is to be hoped that that obstacle will be gradually overcome, by reduction in the price of wheels, on the one hand, and by increase of salaries, on the other. Already many city teachers, of both sexes, are gliding over the pavements on the backs of these swift and noiseless steeds, and, no doubt, the same is true in the country. Considerable excitement is just now being created in school board circles in Toronto by the intrepidity of one lady teacher who has adopted the bloomer costume. Some members of the Board are up in arms against the innovation, and ready to discipline the offender against their tastes or prejudices. Others, more

sensibly, deny the right of the Board to interfere with the style of a lady teacher's dress on the street, so long as she performs her duties satisfactorily in the schoolroom, and commits no real offence against modesty. These realize that the use of a style which has the sanction of many ladies of undoubted good taste and high social and moral standing cannot be adjudged an offence against modesty warranting disciplinary measures at the hands of shocked trustees. The newspapers are mostly on the side of the lady, some even going so far as to maintain that the argument from modesty and good taste is wholly on the side of the wearer of the new costume.

WE commend the following, which we clip from *The Educational Review*, as one of the thought-compelling questions of which the wise teacher likes to have a select stock on hand for use on a Friday afternoon, or on any other occasion on which he can get away for a few moments from the rigid restraints of the code, and indulge in one of those free talks with the children which, if skilfully conducted, are among the best and most stimulating of educational exercises. Be sure to get the children to think out and explain, if possible, why the scheme would not work, if it could be tried. The merchant's suggestion is by no means new. Probably most of us have dreamed over the same project in our earlier days of geographical study:

A writer in the *Pall Mall Budget* says: I hear that a respectable north-country merchant has invented a means for getting to Australia in twelve hours—a means so simple that I fancy it must have occurred to a good many people already. Everyone knows that the world spins round on its axis once in twenty-four hours. Whence it is clear that, if you hang yourself up somewhere and wait, in twelve hours Australia will be under your feet, and you will only have to step down in order to be comfortably there. The good merchant proposes to send passengers up in a well-appointed balloon, where they will wait until Australia comes round. It is an admirable scheme. Can your pupils explain why this scheme would not work?