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## The Educational Journal.

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J. E. WELLS, M.A. *Editor.*  
H. HOUGH, M.A. *Manager Educational Dep't*

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## Editorial Notes.

TEACHERS interested in mathematics will not fail to read Mr. Robertson's letter in another column. The questions it raises are worthy of careful consideration, and now is the time to give the Senate Committee the benefit of the results of such consideration.

"THE worse the material, the greater the skill of the worker." This is one of the great axioms which the late Edwarp Thring said had been given him by his experience in the National schools in the suburbs of Gloucester. The maxim is one that should be laid to heart by every teacher. The temptation to neglect the dullards, and to give an extra amount of attention to the bright boys and girls, is very great. To do so is unjust and wrong. To fail with the dull ones is to prove oneself deficient in the higher qualifications for the teacher's office.

IN our "School-Room Methods" will be found a very creditable story written by a girl of thirteen in the Otterville Public School, based upon the topic, "Tell about a man who could not catch his horse in the pasture," given in a previous number of the JOURNAL. This will be found a most useful and entertaining exercise for Friday afternoons. We advise other teachers who may not have tried it to do so. The ability to think and express one's thoughts in speech or writing, we regard as the best of all tests of educational training, for young or old. Of this power the well-worn educational maxim is emphatically true, "We learn to do by doing."

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

"WHAT is wanted is conscience in the Common school—conscience properly developed and instructed," says one of the religious week-

lies. There is much truth and force in the remark. It would be well if every teacher were to ask himself frequently the question, What am I doing to develop conscience in my school? The way to develop it is to appeal to it, not in the way of formal harangue, but naturally and directly as occasion arises. Do you think it right to do so and so? You want to do right, do you not? Was that thing you did, right? By the habit of making such appeals to the sense of right in pupils, they are led incidentally to regard the question of the right and wrong of an action as the most important of all possible questions. That is the highest function of the true teacher.

THE report of the annual meeting of the Modern Language Association, on another page, will be of interest to very many teachers. We are just preparing for press as the meeting closes and have no space for extended comment. We should like, however, to express our warm approval of the recommendation of the Senate Committee which prepared the draft curriculum for Junior Matriculation, to require an original essay as a test of the candidate's ability to think for himself and to express his thoughts in good English. The proposal to have this essay based on certain books to be previously read, is, to our thinking, fairly open to the objections urged by members of the Association, and the change recommended is a very desirable one. There can be no difficulty in naming a short list of subjects for option, some of which must be fairly within the knowledge of any intelligent student.

"THE four W.'s—Worry wears worse than work." This brief but valuable alliterative lesson is sent to the New York *Independent* by the venerable Frederick Merrick, of Ohio Wesleyan University, "who is completing his eightieth year, and whose life is bright with peace and hope." Perhaps the members of no other profession needs to con this lesson more closely, or lay it to heart more closely, than teachers. The worrying teacher destroys his own vitality and mental power, and at the same time is in great danger of nagging and exasperating his pupils. Happy the man or the woman who knows the art of carrying a sunny face, a cheerful voice, and a quiet, self-reliant and inspiring manner into the school-room. The first and indispensable step towards this achievement must be self-conquest. He that ruleth his own spirit will ordinarily find little difficulty in ruling those of his pupils. His own serenity of mind will distil its influence, like the falling dew, upon the minds of the little ones.