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Editorial Notes.

"WE work in that which is Eternal, which shall never pass away." These words of Dr. Awde, President of the University of Michigan, in his address at the Educational Congress in Chicago, embody a truth which should be the inspiration and strength of all true educators of all grades, everywhere and always.

MR. JOHN PRESTON TRUE is the author of a book entitled "SHOULDER ARMS!" or "THE BOYS OF WILD LAKE SCHOOL," published by Houghton, Mifflin & Co., Boston, Mass. We have not seen the book, which is highly commended by the press, but, referring to the article in our last number, on "Children's Ethical Standards," the author writes:

"In the book the principal of the school hands the social government of it over to the pupils, himself retaining a veto power and also a "supreme court" power for appeal in case of a culprit's deeming his sentence too severe. Several principals have since informed me that they had successfully tried the plan. In one case, in the city of Providence, R.I., the pupils regularly tried and expelled one of their number, as my heroes did. The plan puts them 'on honor' in a right direction."

WE hope that "Bands of Mercy" are multiplying in our schools and towns and villages, or that, at least, every teacher of children takes advantage of incidental opportunities to inculcate lessons of kindness and mercy to our dumb animals. Surely there is no young boy now being trained in an Ontario school who can be so cruel,

when he grows up, as to be a party to the mutilation of a horse by "docking," or the torturing of him by a tight check-rein. The effects of these and other cruel but fashionable practices are visible every day. If they cannot be put a stop to sooner, let the next generation be taught to abhor and abjure them.

THE following suggestions to teachers by a writer in the *Educational Review* are to the point. We beg leave to adopt them and address them to all to whom they may apply. They hint at practices which we trust do not exist in our constituency:

"I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed and sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange, if possible, with the trustees to make some one look after cleaning the schoolroom and making the fires."

IN an address to a deputation of about 600 Bavarian school-masters who waited upon him some weeks since, Prince Bismarck told some pregnant truths. The future of Germany, he said, is in the hands of her school teachers. He referred to France as affording an example of the influence which the school can exercise on the national character. "It is to no small extent owing to the influence of its schools," said he, "that this otherwise highly educated nation is such an uncomfortable neighbor for us. The French schools are the hotbeds of Chauvinism and national vanity, and foster ignorance of the geography and history of other peoples." The same influence is at work, we fear, in many of the schools of the United States, and there are those who would infuse something of this same spirit into the Canadian schools. Let us guard against it.

WE need information. Why is it that in the Report of Truancy on page 59 of the last Report of the Minister of Education, the names of the cities of Toronto, London, and others do not appear? Can it be that all the children in these cities attend school

and are so regular and punctual that there is no work for the truant officer. Or can it be that no systematic and persistent effort is being made in these cities to enforce the compulsory clauses of the Education Act. We greatly fear that the fact is, in Toronto at least, that there is not sufficient school accommodation for the children who wish to attend, and that the authorities are, therefore, very glad to overlook the non-attendance of hundreds or thousands. It is certainly strange that when the truant officers in such cities as Brantford and Brockville found it necessary to report two hundred or three hundred cases each, the truant officer in Toronto, if there is one, should have enjoyed a complete sinecure. Can any one explain?

THE New York *School Journal* says:

The question of religious exercises in schools has been debated for fifty years in America; and it has been decided that the teacher in the public school must not teach religion. Some communities allow the reading of the Bible and other religious exercises; others allow none of these. But it does not follow that the teacher is to be a non-religious person; a person without religion has no place in the school-room. The teacher should be one who feels in the deepest manner the need of an overshadowing influence on the young souls before him. As one of the presidents of the New York Board of Education said, with streaming eyes, in a primary school where a thousand artless children were assembled, "Oh, who would not wish these children well!" So the teacher must feel day by day, as he surveys the group before him. And he must know, if he is a person of thought, that religion is the foundation of the well-doing and well-being of those children. May the schools never become "Godless;" may the teacher determine that religion shall abound, though religious exercises are forbidden.

This is substantially the view which we have from time to time advocated in these columns. If the teacher is, as every teacher should be, imbued with the spirit of true religion; if he or she is living in the fear and love of God and truth and goodness, the school over which such a teacher presides cannot be a Godless school. On the other hand no school law or Government regulations can compel or enable a teacher destitute of these qualities to teach a genuine religion or exert a true religious influence. The matter is, then, largely in the hands of the trustees or school boards who select the teachers.