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Editorial Notes.

"How can a teacher who has unhappily formed the scolding habit, cure himself?" asks a writer? "By substitution, not by silence," is, in effect the answer given. Substitute, wherever possible, a word of praise for the word of blame. There is a sound philosophy in the answer. Try the prescription.

DURING the discussion in the English College of Preceptors over Professor Holman's paper, the first instalment of which we reprint in this number, one teacher said that it would be impossible for teachers to attain to the high ideal held up by the lecturer, so long as parents insisted that their children should be prepared for examinations. Practically the whole time, he said, was occupied in such preparation, and anything like ethical training was crowded out. Another spoke in the same strain, and the remark seemed to meet with general endorsement. In England, as in Canada, the idea of teaching or training proper seems to be subordinated to the necessity of preparing for examinations.

"Too old at forty!" "Young and up-to-date" are the only wares one may trade with in the teaching market of to-day. So says the *Schoolmaster*, of London, Eng. We are glad to believe that in Ontario years and experience are not yet so utterly despised, though the spirit of commercialism is working strenuously in that

direction. Such a cry is as foolish as it is unjust. But the warning may be serviceable to the teacher who finds himself verging on middle-age, or even beyond it. Let him not give the smallest pretext for such a cry by suffering himself to fall behind in the knowledge and practice of anything that is good in modern ideas and methods. The middle-aged teacher is really the one who ought to be up-to-date in every particular.

"WHY should we not celebrate the victory over the Americans and teach our children to treasure the memory of it?" asks a Toronto paper, referring to the celebration of the anniversary of the battle of Queenston Heights. Because, we reply, such celebrations tend to foster the wrong spirit in our children towards our neighbors. Because they stimulate the combative element and promote offensive jingoism. Because, at a time when every Canadian should be wise and good enough to forget the sad quarrels of the past and cherish only the kindest and most friendly feelings towards our neighbors, who are also our kinsmen, such celebrations tend to perpetuate the old animosities and to fire the minds of the coming generation with wrong ambitions.

A PUPIL was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." That was probably a grave error. Very often children who have failed in a certain subject take a dislike to it, persuade themselves that they cannot master it, and become disheartened, perhaps sullen and obstinate in regard to it. Often, we are persuaded, the best thing to be done is to allow the pupil to drop that that subject for a time and take something new, in which he can be interested. If interest and enthusiasm can be aroused in the new subject, the boy or girl may, after a time, be taken back to the old one, only to find that the old lions and bugbears have all disappeared, and that the work can now be understood and done with ease and pleasure.

"DISTANCE lends enchantment to the view" even in educational matters. Probably many of our readers may be accustomed to regard Prussia as the ideal country, so far as its public schools are con-

cerned. Closer inspection would probably dispel the illusion. An illustration is afforded by the statement of a Prussian teacher, who has made a close study of the system. Though the inspection of schools is supposed to be entirely in the hands of the state, this writer says that, as a matter of fact, the country school inspectors are almost everywhere clergyman, whose pedagogical outfit is usually of the most meagre kind. The teacher, dependent on the good will of his clerical superior, is often obliged to perform menial services. Only since last February have the country teachers been released by ministerial ordinance from the performance of such duties as the sweeping of church floors, the tolling of bells, the lighting of fires, etc.

THE *Educational Record*, of Quebec, gave a few weeks since a brief account of a witty and wise speech made by the Rev. Mr. Silcox, at the closing of the Normal School, last summer. Addressing the teachers present, Mr. Silcox said: "We constantly hear that people should be humble. Well, don't be humble. Be ambitious. Be ambitious for yourselves and for your pupils. And say, friends, find out the dull pupils. There are wonderful possibilities in the dull pupils. I would like to say a word to the backward boy or girl. A word will stimulate—will awaken something in the breast—will make the future of the boy and girl. I was riding on a load of hay one day, when some one said to me, 'Say, Silcox, what do you intend to make of yourself?' I said I did not know that I had any particular ambition at the time. 'Be a teacher,' said he. A teacher. The thought made me dizzy. But, mark, the suggestion went home. I did not think I could be a teacher, but he did, and that stimulated me, and I did become a teacher. Sir Humphrey Davy once found a little ragged boy by the classic name of Mike. Long afterwards he was asked what was the greatest discovery he had ever made, and he replied 'Mike—Michael Faraday.' Garfield used to say that he felt like taking off his hat to every little ragged boy he met, for he did not know but he was confronting the future statesmen or president. Let them not be content with the diploma. Let them attain to higher heights of knowledge. It was not systems or colleges that counted, but the individual."