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Editorial Notes.

WE NOTICE from a report of the East Grey Teachers' Association, which was held on the 1st and 2nd of Nov. last, that a resolution was adopted, after a warm discussion, to the effect that the Public School Leaving Examination should be abolished. We have not received a copy of the resolution for publication, as was ordered by the Association, probably through some oversight or miscarriage, but now publish it at this late date from the local report.

"EVERY morn is a fresh beginning." So in a larger sense is every New Year's Day. It is a most salutary impulse which prompts us at the beginning of a New Year, to rest a little, look back over the past to learn the lessons taught by its successes and failures, and form new resolves for the future. He is a dull pupil, indeed, in life's school, who does not thus profit by his own experiences. He is a most unpromising one who does not earnestly resolve, after every retrospect, to make the coming year the best in his life's history up to that date.

THE following extract from a business note just received is instructive along the line of the discussion which has been going on in our columns: "Kindly discontinue sending the JOURNAL to me. I have found it of great value to me during seven years of teaching, but am now leaving the profession which I love, but out of which I am crowded because of the unreasonable

drop in salaries this year." A teacher of seven years' experience, who loves the work, and who evidently would have preferred to remain in it, is just the kind of teacher that the country cannot afford to lose. He is, no doubt, but one of hundreds similarly crowded out of the profession because they cannot live by it.

THAT is a formidable list of resolutions which was passed by the teachers of the Haldimand Association. They are worthy of careful consideration, both by other teachers and by the Education Department. All of them may not command the approval of everyone, though we are told by the Secretary that all were passed unanimously by the teachers there present. Are the requirements for passing the Junior Leaving Examination too much to ask as the educational qualification of teachers who are to be entrusted with the elementary education of tens of thousands of the children of our country? Is twenty-one years really too high an age-limit to be fixed upon as a qualification for this responsible work? Is there any good reason why, when a teacher has once passed the requisite examinations and complied with all the other conditions and received a certificate, that certificate should not be valid during good behaviour? There is, it is true, considerable room for argument upon this point, as it is, no doubt, desirable to put all the pressure possible upon certain classes of teachers to keep them up to the mark. But if a teacher who has once succeeded in obtaining a certificate is too dull or too indolent to keep pace with the progress of the educational system of the country, there ought surely to be some better way of eliminating him from a work for which he is not worthy, than a re-examination. The trustees, or at any rate the inspectors, ought to be sharp enough to quickly find out such an one and quietly pass him by.

IT WOULD not be easy to over-rate the importance of inculcating thrift as one of the most desirable habits that can be formed by boys and girls of all classes. To this end the school savings bank, as operated in England and elsewhere, can scarcely fail to have an excellent effect, and it is well worth consideration by those interested in public education whether something of the same kind should not be

introduced in Canada. The following figures from the report of the Minister of Public Instruction for New South Wales, for 1893, show what is being done in this direction in one of our sister colonies. The report shows that 629 public school savings banks were in operation in the colony in 1893, an increase of ten over the preceding year. During the year £9,912 9s. 9d. was deposited, and £11,143 6s. 11d. was withdrawn, of which £2,725 2s. 11d. was transferred to the Government savings bank for deposit to the credit of the children's own accounts therein. The serious financial depression of last year was responsible for a considerable diminution in the amount of deposits, but the fact that the number of depositors remained as large as in previous years shows that the school savings banks have not lost anything in popular estimation and support. The banks have now been in operation in the colony for seven years, during which period their number has increased from 255 in 1887, to 629 in 1893. The aggregate deposits have been £77,576 15s. 11d. Of this sum, 62.7 per cent. has been withdrawn for the current use of depositors, £22,848 12s. 7d. has been transferred to the individual accounts of pupils in the government savings banks, and the balance remains in the school banks to the credit of depositors.

THE beginning of the year is a good time for the teacher, as well as every other person who has command of a little spare time and who means to be intelligent and well-informed, to lay out a course of reading for the year, or at least to choose a few books which he will make it his business to read thoroughly throughout the year. The selection of these out of the superabounding mass of good books which one would like to read is no easy task. The following advice from Thomas Carlyle contains sound wisdom and may be helpful to some of our readers:

"As to subjects for reading, I recommend in general all kinds of books that will give you real information about men, their works and ways, past and present. History is evidently the grand subject a teacher will take to. Never read any such book without a map beside you; endeavor to seek out every place the author names, and get a clear idea of the ground you are on; without this you can never understand him, much less remember him. Mark the dates of the chief events and epochs; write them; get them fixed into your memory—chronology and geography are the two lamps of history."