

# The Canada School Journal.

VOL. XI.

TORONTO, FEB. 15, 1886.

No 4.

## Table of Contents.

	PAGE
EDITORIAL .....	37
The Summer Holidays.....	38
SPECIAL —	
High School Literature .....	39
Entrance Literature.....	0
Future of our Education.....	1
What shall I do with the Boy?.....	42
EXAMINATION PAPERS.....	43
PRACTICAL METHODS .....	44
EDUCATIONAL NOTES AND NEWS .....	45
LITERARY CHIEF-CHAT .....	46
CORRESPONDENCE .....	46
FOR FRIDAY AFTERNOON .....	47
OFFICIAL INFORMATION .....	48

## THE CANADA SCHOOL JOURNAL.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

### —O—T E R M S —O—

**THE SUBSCRIPTION** price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

**DISCONTINUANCES.**—THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

**RENEWALS** of subscriptions should be made promptly.

**ALL BUSINESS** communications should be addressed to the business manager. Articles intended for publication should be addressed to the editor. Post Office Orders to be made payable to J. L. Robertson.

**ADVERTISEMENTS** of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: 423 Yonge St., Toronto.

Mr. A. H. Marsh makes a strong plea in the *'Varsity* for a Law Department in the Provincial University in conjunction with an affiliated Law School to be established and controlled by the Law Society. Such a Law School should, he contends, be put upon the same footing with regard to the University as the Divinity and Medical Schools. To this there could be no possible objection. Mr. Marsh's suggestion is a good one. The wonder is that both the Law School and the Law Department should not have been established long ago. From the point of view of liberal culture, many of the subjects which would come within the Law Course are amongst the most important, in both their educational and their broadly practical relations, with which the human mind can deal.

"Fair Play" writes to the Toronto papers complaining that newly-appointed teachers are appointed to positions at salaries of \$250, while others of higher grades who have been working for years at \$200 get no promotion or increase. Other things being equal, the law of promotion should hold in schools as in other branches of the public service. We know nothing of the

cases referred to. We hold that in all cases the motto of school authorities should be "The best man or woman available for the position." And in no profession does experience increase the value of services more than in that of teaching. Any trustees who allow themselves to be subject to "influence" in making appointments are unworthy of their position.

"To raise salaries, increase qualifications. The reading circles will raise salaries one-tenth in the course of a few years." So says the *Teachers' Institute*. We believe it. Slowly but surely the teachers who steadily cultivate their minds, improve their knowledge, and study to make themselves workmen that need not be ashamed anywhere or in any company, will come to the front. Their value will be felt and, within certain limits, they will be able to name their salaries. This is the true way to raise the profession—and the salaries.

A contemporary, enumerating some unworthy traits and practices of teachers which the pupils are pretty sure to copy, and which are adapted to do them serious moral injury, mentions "connivance at deception (especially in preparing for examination)." Memory instantly flashes back twenty or thirty years to a case in point in which a teacher cast himself from a lofty moral pedestal, upon which fancy had placed him, into the mire of boyish contempt by his deceptive method of coaching for an approaching examination. We have since had reason to fear that this same thing touches many a teacher at a very tender spot. The teacher who despises every unworthy expedient and subterfuge in preparing his pupils to make a good show before examiners and the public, is a perfect man, able to set them a worthy example in every respect. He who, on the other hand, connives at deception of any kind, is not only earning the contempt of his pupils, but debauching instead of elevating their moral natures.

In the reading class the main point is always intelligence. In other words, the teacher's first care must be to have the pupil think the writer's thoughts as he utters his words. We are apt to take too much for granted in regard to this. Many a teacher finds himself surprised on asking even a bright pupil some close questions in regard to the exact meaning of passages which he may have just read with fluency. We may almost say the rule will be that, while the pupil may have a general notion of the author's meaning, he will be found to have utterly failed to catch the finer shades of thought. But without this following of the writer, so to speak, into all the nooks and recesses of his argument, as well as along its main thoroughfares, true expression is impossible. With it good reading will almost come of itself; and, what is of vastly more importance, the habit of mind thus formed in the pupil will be sure to result in enjoyment. He will learn to delight in good books — books which compel thought and minister to the