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* Editorial Notes. *

EVERY teacher in Ontario will be interested in the valuable information given in the editorial pages of this number. They supply, at the earliest possible moment, a full and careful *resumé* of all the important changes made in the new Regulations, which have just been adopted and are now being issued by the Education Department. By reading the article the teacher will be able to see just what changes are being made, and how his work and prospects are thereby affected. In this article will be found, too, the answers to a good many questions which have been asked us during the last few weeks.

AS we anticipated and hoped, several ladies were elected to the Public School Board at the late elections in Toronto. The *Mail* points out, in an excellent article, that among other opportunities which these lady members of the Board will have to work out their ideas of educational reform will be that of advocating, as an act of the simplest justice, that the salaries of lady teachers be made at least to approximate equality with those of men doing the same work. As the matter stands at present, the female teachers, beginning on a salary of \$324 per annum, arrive at a maximum of \$636 at the end of fifteen years, just \$114 less than the amount the male teachers commence with in their first year. This is municipal law, but whether it be simple justice or Canadian fair play, the reader can judge.

To tell the child when and where, and

why he is wrong is the indispensable function of the teacher. In this dictum of Bain's we would have the "why" doubly emphasized. We have known teachers who would content themselves with simply telling the child *when* he was wrong, without giving either the *where* or the *why*. Others are particular in regard to both the *when* and the *where*, but quite neglect the *why*. So far as possible—and we believe that under a right rule it is always possible—the child's reasoning faculty should always be appealed to. He should not be asked to make a correction simply upon the authority of the master, or of the book. There is no education in that, and education, not information, is the thing chiefly needed. A very suggestive story is told of a school boy who afterwards became famous. Being asked one day, in the course of the grammar lesson, to give the reason why a given word was in a given case, he persisted in saying that he did not know. "There," said the schoolmaster, repeating the rule of syntax, after having flogged the boy according to the old orthodox fashion for what he deemed his obstinacy, "perhaps you will know next time." "Why," replied the boy, "that is only the *rule* which you have given me. I knew that all the time, but you asked me for the *reason*. That I did not and do not know."

VERY many of our subscribers are, we hope, engaged in one way or another in the work of Sunday school instruction, and all are, or should be, interested in the study of the Bible. We have much pleasure in calling the attention of all such to a new aid in the study of Bible geography. We refer to a "Model of Palestine," prepared by Rev. Principal Austin, B.D., of Alma Ladies' College, St. Catharines. The model, neatly framed, is thirty-six inches by twenty. It represents a tract of country about 200 miles long by 110 wide, embracing, in addition to Palestine proper, a part of Syria. The rivers, lakes and seas are all indicated in appropriate colors, and 100 towns and places of interest are located. The mountains, valleys, lakes and the Dead Sea are shown in appropriate elevation or depression, as compared with the Mediterranean. In addition to the physical features of the country, the model gives twenty-seven journeys of

Jesus, shown by colored lines, which are numbered and explained in the key. This model must have been the product of a great deal of study, labor and pains on the part of Principal Austin, and as it is based upon the most recent surveys, we see no reason to question that it is correctly claimed to set before the eye of the observer the best representation of the physical features of the Holy Land yet presented to the public. It is published by "The Palestine Model Company," St. Thomas, Ont.

A VERY important educational problem is just now occupying the attention of those interested in educational matters in England, that, viz., of making provision for the old age of teachers. The teacher, as a public servant, occupies a somewhat peculiar position, inasmuch as beyond a certain age-limit he cannot continue in the profession, while his life habits unfit him for earning a livelihood in any other way. It is calculated that in ten years' time, in England, there will be over 2,000 worn-out teachers too much incapacitated to be able to teach a school efficiently; and these will be annually recruited in rapidly-increasing numbers till, when things have reached their normal condition, the total number at one time of incapacitated teachers of sixty-five and over will fall but little short of 6,000. A Select Committee of the House of Commons spent ten or twelve days during the last session of Parliament, trying to solve the question, but without success, and the matter will probably come up again for consideration at the approaching session. The result will probably be the adoption of some superannuation scheme, the funds for which will be provided, in a large measure, by enforced collections from the teachers themselves. Some plan of this kind may be the best now available in the interests of those who are approaching the "dead line" and find themselves threatened with the grim spectre of poverty in their old age. But the only right and sensible way to meet the difficulty is to pay the teachers fair salaries, and then leave them, like other wise citizens, to make provision for themselves. Teachers will do well to use every legitimate means, while in the harness, to improve their positions, with this end in view. Thus only can their self-respect be fully preserved.