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Table of Contents.

	PAGE.		PAGE
EDITORIAL NOTES.....	323	FOR FRIDAY AFTERNOON—	
SCIENCE—		Our Heroes.....	330
Physics.....	324	What the School-Bell	
Agriculture.....	324	Says.....	330
The Practical Study of a		BOOK NOTICES, ETC.....	330
Fern.....	324	ENGLISH—	
Correspondence.....	324	Stories for Reproduction.....	331
Interesting Items.....	324	Correspondence.....	331
EXAMINATION PAPERS—		TEACHERS' MISCELLANY—	
Education Department,		For the Geography Class.....	331
Ontario, Annual Ex-		Common School Ethics.....	331
aminations, 1892.....	325	HINTS AND HELPS—	
East Middlesex and Kent		The Playhour in a	
Promotion and Review		Country School.....	332
Examination.....	325	Sitting Still.....	332
EDITORIALS—		A Pleasing Method.....	332
Prize List Completed.....	326	Two Ways of Teaching.....	332
A Point or Two in Disci-		PRIMARY DEPARTMENT—	
pline.....	326	If a Body Finds a Lesson.....	333
Teaching Patriotism.....	327	First Lesson in Time.....	333
SPECIAL PAPERS—		Number Work.....	333
The Newest "Naturaal		SCHOOL-ROOM METHODS—	
Method" of Learning		Arithmetic.....	334
Languages.....	328	QUESTION DRAWER.....	334
The Passage of a Bill		LITERARY NOTICES.....	335
Through Parliament.....	329		

Subscribers to the "Educational Journal" who do not receive recognition of remittances promptly will please excuse the delay, as we have to make extensive changes in our list in order to conform to the P.O. regulations. This will be completed in a few days, and acknowledgments will then be sent.

On account of the above change all subscribers MUST send their old as well as their new address when renewing their subscription.

* Editorial Notes. *

WE are indebted to Mr. J. H. Cameron, Lecturer in French in University College, for an article describing the new French method of learning languages. It will, we have no doubt, be read with pleasure and profit by all who are interested in the subject.

NOW is an excellent time to subscribe to THE JOURNAL. The publication of the abundant supply of material furnished by our Prize Competition will give our readers for months to come, models and suggestions for teaching in Arithmetic, Grammar, History, Geography, and in fact almost every important branch of Public school work. This supplies amply, and in the best shape, what has seemed to us, and to some of our subscribers, for some time past, the one want, if there was one in THE JOURNAL. May not many of our friends and subscribers confer a real favor

on friends and acquaintances who may not yet be subscribers, by mentioning these facts to them, or sending us their names and addresses that we may forward sample copies.

WE are not infrequently asked questions by younger teachers which seem to indicate a lack of clear understanding, or accurate information, in regard to the constitution, methods of government, etc., of our own country. This is not surprising, for the means of gaining such information is not always easily found. For the benefit of younger readers and of all who care for the information, we give as one of our special papers this week, a clear and succinct account, from the pen of a well-informed writer, of the mode of procedure in the British Parliament. It will be remembered, of course, that the procedure in the Canadian Commons follows closely English methods and precedents in almost every respect. As parliamentary rules and usages are also adopted in almost every kind of society, especially as governing laws of debate and procedure, the information will be of double value, and is worthy of being carefully studied. It is an excellent plan, where circumstances will permit, to resolve occasionally, a school, or a school society, into a miniature House of Commons, and see that its rules are strictly observed. Children thus become early prepared to take part in the conduct of municipal and other meetings such as are necessary and frequent in this democratic country.

A DECISION which was recently given by the Supreme Court, of the State of Massachusetts, is not only of special interest to the teachers of that state, but to those of the whole Republic, and of Canada as well, for we suppose that the principle underlying the judgment, if sound for Massachusetts, would hold good in any State or Province having a Public school system, with local School Boards. The decision is that, in matters affecting the order and discipline of schools, the School Board has absolute power, and that their judgment is not subject to the revision of the courts. That is a far-reaching judgment. We are not sure that it is a salutary one. It seems passing strange that any Board created by law should become a law

unto itself, or that, acting in any capacity, it should be beyond the reach of the courts. We opine that such is not the case in Canada. The occasion of the judgment quoted was the action of a School Board in dismissing from the school a boy who was deemed so weak-minded as to be incapable of deriving any benefit from the instruction, and who was, moreover, a source of trouble and annoyance in the school. The action of the Board was probably right in the particular instance. But then, it is conceivable that it might have been wrong and unjust. In that case, according to the judgment, the parent would have no redress.

"THE teacher is dead, long live the 'Educator!'" So exclaims the *School Bulletin* at the close of a somewhat lengthy article bearing on a recent proposal of the N. Y. *School Journal*, "That the professional teacher—the one who holds a diploma good for life—be henceforth addressed as 'Educator.'" Having glanced first at the above, which is the closing sentence of the *Bulletin* article, we naturally inferred that it was a hearty supporter of the innovation proposed by its contemporary, and, while we had never before suspected that a more sonorous title was the felt want of the teaching profession, we were hardly prepared to set up our humble opinion in the face of those of two such leaders of educational thought. In perusing more closely the *Bulletin's* article, however, we fancy that we can detect here and there among many more or less cogent arguments in favor of the *Journal's* proposal, a tinge of something like irony in its advocacy, when e.g., it balances the *pros* and *cons* in respect to other modes of marking the profession which occur to it, such as a high waistcoat of the ancient clerical cut, or which it thinks preferable, a wig of the pattern affected by English barristers, or both. It insists, moreover, that either, or both, if adopted, should be red in color, as a delicate suggestion that the wearer is always a "well-red" man. We are, now, indeed half inclined to suspect that the grave Editor may be joking. On the whole we shall take a little time to think over the various suggestions before committing ourselves to a definite advocacy of the proposed innovation, and shall leave our readers to do the same.