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Editorial Notes.

At the last meeting of the Senate of the University of Toronto, a statute was passed providing local examinations for candidates who wish to write for specialists' certificates on the May papers of the University of Toronto. Application is to be made to the Minister of Education, who will appoint the presiding examiners and conduct the examinations, the answer papers being, of course, read by the University examiners, and the results reported to the Education Department as heretofore. Any oral or practical examination must, however, be taken at the University. This provision will be a great boon to teachers who are unable to absent themselves from their schools for several weeks, or who can do so only with inconvenience to themselves and their classes. The privilege granted to candidates at the professional examinations is thus extended to those who write at the non-professional examinations.

WE are sorry to find that some typographical and other errors crept into the instalment of Inspector Dearness' article which appeared in the last number. Readers will please make the following corrections:

In second column, third paragraph, "In American cities white children show to great advantage," etc. For "advantage" read *disadvantage*.

About the middle of the fourth column, "the carbon dioxide went up from .3 to .7 or .8 per cent." It should read, "from .03 to .07 or .08 per cent."

We hope that teachers may be induced by Inspector Dearness' article to make a study of the subject of ventilation. It is of great importance to the health and happiness of both teacher and pupils, as well as to the efficiency of the former and the progress of the latter. Many a day is spoiled, and worse than spoiled, for both, by bad air in the schoolroom.

AN American exchange says: "If there ever was a time when the necessity for greater attention to moral instruction seemed imperative, that time is now." The writer then goes on to point out the low state of morals prevailing in political and civic affairs in the republic. We, as Canadians, have been accustomed to thank God that we are not like our neighbors—those poor, corrupt Americans—in these respects. We fear that one who looks impartially and closely into the matter will find small ground for congratulation, much less for boasting, of Canadian superiority. Facts brought to light at Ottawa within the last few years, and, within a few months, in Toronto, as well as those revealed in the courts in almost every contested election, show all too plainly that a low state of political morality prevails in many parts of our own country. Many seem to think that they are not under the same obligation to be honest and truthful and conscientious in dealing with governments and civic corporations as with private individuals. Many who are supposed to be honorable, law-abiding citizens—men and women—seem to think nothing of cheating the Government by smuggling, evading postage regulations, etc. Every teacher should discuss such questions freely with pupils, drawing out their ideas in regard to them, and striving so to educate their consciences that the coming generation may be much more honest and high-minded in both public and private life than the present. To those who are watchful, many good opportunities will

offer, in the incidents of school life, which will make the introduction of such topics easy and natural. There is no limit to the amount of good which can be done in this way by a tactful teacher who has high ideals.

INSPECTOR REAZIN, in his letter in another column, presents a strong case in favor of retaining and perfecting, instead of abolishing, the Public School Leaving Examination. We confess that his arguments and others which will readily suggest themselves to the thoughtful seem to us unanswerable. The one serious objection, so far as we can see, is the increase of work involved for teachers already overworked, as, no doubt, are many in the rural schools, who have to carry on the course single-handed. There is good reason, however, we think, for holding that these examinations will prove to be in the interests even of these teachers, inasmuch as they will constantly tend in the direction of not only their own self-improvement, but of the employment of more assistance, and the increase of salaries. This, though a selfish argument, is one which teachers cannot afford to despise. As Mr. Reazin shows, these examinations merit support on much higher ground. As we have more than once had occasion to say, it has always seemed to us that the fact that the different grades of provincial schools are so closely dovetailed into each other may possibly prove harmful rather than helpful to the interests of the greater number. The first aim of the Public School should clearly be to give the best possible education to those, the great majority, who will never enter the High schools. In like manner, the greatest good of the greatest number will be promoted by shaping the work of the High schools so as to enable them to give the completest course possible for those who will never go beyond these schools. The Public School Leaving Examination is a step, and a long step, in this direction. The day will come when every school numbering more than thirty or forty pupils will have more than a single teacher.