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Editorial Notes.

THE writer of the lesson notes on "The Whistle" forgot to append his (or her) name and address. Will he (or she) kindly supply the omission by postal card or otherwise? As the lessons are now over, we will keep this and any other schoolroom helps which may be kindly sent us for September numbers. The next and only intervening number, that for July 15th, we purpose to make of a miscellaneous character, suitable for holiday reading, as the present number is, in part.

SOME one has said, "Do not call your children stupid and slow! If you were a better teacher, your pupils would be better scholars." The advice is good, and we would that every teacher would lay it to heart. We remember having sinned in this respect in our early teaching days, and of the many memories of our myriad mistakes in the schoolroom in those early days, few are more bitter. If such words are not true, they are obviously culpable. If they are true, what more unkind, more positively cruel, than thus to impute to the pupil as a fault, a misfortune of which he or she may be painfully conscious, though powerless to overcome?

FROM the latest returns presented to the British Parliament it appears that since the passing of Mr. Forster's Act, or, say, within the last twenty-five years, the

number of schools in England and Wales has been more than doubled, the number of school places more than trebled, the average attendance nearly quadrupled, the number of teachers more than quadrupled, State aid, in the form of capitation and results' grant, has increased by more than fifty per cent., and the total amount annually voted by parliament for the people's schools has gone up from £1,458,402 to £6,586,266. According to the *Schoolmaster's* computation, the result of the Free Education Act of 1891 has been an addition of nearly 240,000 to the school rolls, and close on 350,000 to the average attendance. Thirty-four out of every forty scholars are now free.

Now that the competitive examinations in the high schools, colleges, and universities, for which students have been studying, and teachers teaching, for the last nine or ten months, are nearly over, it may be well for both teachers and students, successful or unsuccessful, to ponder well the following opinions expressed by Mr. Balfour, head of the Scottish Education Department, and, in the light of the year's experience, decide how far they agree with him:

A man who has to teach a class for a competitive examination is no longer able to teach the subject as the subject presents itself to him. He has to teach it as he thinks the subject will present itself to the examiner, and the injury to the pupil is especially bad, because those who suffer most are the ablest pupils. It is the man who is going to succeed, and who does succeed, in a competitive examination, who suffers most from the effects produced by competitive examination. His whole idea of learning is lowered, its dignity vanishes, the whole bloom and the whole charm are rudely brushed away from knowledge. He looks at learning no longer as the greatest delight and the greatest honor of his life; he looks at it as a means by which he can earn marks; and love is not more ruined by being associated with avarice than is learning by being associated with mark-getting.

WE fear we have been guilty of a sad failure in duty. Our editorial pages are almost full, and we have no long article

telling the teacher what to do with the holidays. We crave pardon for our remissness. We hope none of our readers will be greatly at fault in consequence. It would be sad, indeed, should many of them be at a loss as to where to go or what to do, and be waiting for us to tell them. Well, we have not now space to rectify our omission. We can only say, we hope each and every one may have a most enjoyable and eke a most profitable season. We advise every one to work some, play some, read some, and, though it be not more than a few pencil notes, write some every day. But, above all, be sure to have a good time wherever you may be, and whatever you may do. Be the master, not the slave, of circumstances and surroundings. Emerson somewhere says: "*Things* are in the saddle and ride mankind." Let us not permit that to be true of any of us. It is for imperial man and woman to be lords of things, and make all bow to their will. Whether we hold converse with nature in her solitudes, or frequent the busy haunts of men; whether we go abroad, and move among strangers, or remain quietly and industriously at home—and it would be well if all these things could be mingled in the experience of each of us—let us strive as a religious duty to do the best for ourselves physically, socially, morally, and spiritually, and, as the most effective means of doing this, let us eschew as far as possible our native selfishness, and "as we have opportunity, do good to all men." So doing, we can scarcely fail to return to our work in September better men and women, and prepared to do better work than ever before. So may it be.

As we go to press it is announced from Ottawa that the reply of Manitoba, refusing to obey the Government's mandate, has been received, and is under consideration by the Government. Whether Parliament will be prorogued without remedial legislation having been introduced is not yet known, but an announcement will be made in a day or two.