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Editorial Notes.

JOYOUS CHRISTMAS.

All hail the return of the glad Christmas-tide! How many of the sweetest and holiest associations of childhood and youth cluster around it. For years it was to most of us, perhaps to most of us it still is, the day looked back to with fonder recollections, and looked forward to with fonder anticipations, than any other in the year's calendar. It is the day of family reunion, of gift-giving and loving remembrance, of cheerful festivity, and, to the thoughtfully devout, of solemn thanksgiving. May it be to all our readers, in this year of our Lord, 1895, a day of joyous mirth, of sweet peace, and of holy gratitude and joy.

At the meeting of the West Middlesex Teachers' Association, a few weeks ago, Inspector Dearnness paid a high compliment to one of the lady teachers who read a paper, by testifying that the views and recommendations contained in the paper were the reflex of her own school. This fact, of course, affords the best evidence that those views and recommendations are perfectly practical. The young lady was Miss Cousins, and her paper, "How to Make School Life Pleasant," appeared as a "Special Paper" in last number.

MR. WILLIAM HAWLEY SMITH, the author of "The Evolution of Dodd," has written what is described as a "great educational lecture," with the striking

title "Born Short." It is said to be "a plea for the stupid children—the children who are stupid in one direction." The writer begs of teachers and parents that they have patience with the "born-shorts," and that they search reverently for the something that the "born-short" can do and do well. Mr. Smith holds that every person in the whole world is "born short" in some one or more directions, and that God meant him to be so, for a purpose. We should not care to vouch for the latter of the two propositions, but we have no hesitation in endorsing the former, and recognizing in the fact the strongest possible plea for infinite patience and carefully developed skill in dealing with those who are a little shorter than the average in some one or more directions.

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 examinations)." Memory instantly flashes back twenty or thirty years to a case in point, in which a teacher cast himself from the lofty moral pedestal upon which fancy had placed him, into the mire of boyish contempt, by his dishonest method of coaching for an approaching examination. We have since had reason to fear that this criticism 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 the man who is pretty sure 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.

WE have much pleasure in inviting attention to the following note and request sent us by Mr. Alex. Wherry, Inspector of Public Schools in the city of Peterborough, Ont. We think it easy to see many advantages to be derived from the proposed interchange, under judicious direc-

tion. We should be glad to have it discussed briefly in our columns: "The Peterborough Board of Education are trying the experiment of allowing the teachers of the Public Schools to exchange classes, to some extent, each teacher taking the subjects in which she is most proficient. If the plan prove successful, it is the intention to adopt it throughout the schools. It is argued that, since the system has proved successful in the High Schools, there is no reason why it should not be equally advantageous as a means of saving time and energy when applied to the Public Schools. Will those teachers who have had experience, or who have given thought to the matter, give JOURNAL readers the benefit of their experience in the matter?"

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 higher faculties. He will have gained the key to the rich storehouses of literature. He will henceforth all his life have access to avenues of pleasure which are closed to the uninitiated—avenues which lead him away from the haunts of vice which might otherwise tempt him, in vacant hours, into regions of pure and elevated enjoyment.