

# The Canada School Journal.

VOL. XI.

TORONTO, OCTOBER 1, 1886.

No. 19.

## Table of Contents.

	PAGE.
EDITORIAL.....	217
Two Practical Questions.....	218
SPECIAL—	
Principal Dickson's Paper.....	221
Entrance Literature.....	222
October.....	223
EXAMINATION PAPERS EXAMINED.....	223
EXAMINATION PAPERS—	
Drawing Papers.....	225
Educational Department.....	225
PRACTICAL—	
Twenty Pieces.....	227
QUESTION DRAWER.....	227
EDUCATIONAL NOTES AND NEWS.....	228
ITINERARY C.H.T. CHAT.....	228

## THE CANADA SCHOOL JOURNAL

An Educational Journal devoted to Literature, Science, Art, and the advancement of the teaching profession in Canada.

### — TERMS —

**THE SUBSCRIPTION** price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

**DISCONTINUANCES.**—THE CANADA SCHOOL JOURNAL will not be sent to any person after the expiration of the time for which payment has been made.

**RENEWALS** of subscriptions should be made promptly.

**ALL BUSINESS** communications should be addressed to the business-manager. Articles intended for publication should be addressed to the editor. Post Office Orders to be made payable to Manager Canada School Journal.

**ADVERTISEMENTS** of a suitable nature will be inserted at reasonable terms. See schedule of rates in another column.

**CANADA SCHOOL JOURNAL PUB. CO. (Limited),**  
OFFICE; Toronto, Ontario.

ONLOOKER, in the *Canada Citizen*, referring to Mayor Howland's address before the Teachers' Association on the subject of Industrial Education, calls attention to "an important principle of pedagogy," "the necessity of so arranging school work that the hands shall be employed as well as the head," as follows:

"This is exactly where the Ontario school system is weak, and where it is excelled by some of the educational systems of some other countries. In point of technical skill on the part of the manufacturers, Germany is rapidly distancing the world. This is true of all kinds of products from toys to articles of vertu, from a pocket-knife to a Krupp gun, and her admitted superiority is due largely to early manual training. Boys and girls in this country may leave school with a fair knowledge of historical, geographical, and scientific facts, but they have not learned to 'do' anything. If a boy learns during his school period to handle a tool, he learns it somewhere else than at school. If a girl learns sewing or embroidery, she also learns it out of school. Why should manual skill not be regarded as a legitimate object of a school-training equally with an acquisition of book knowledge? Why should the term 'learning' not be extended to include acquired skill as well as acquired facts?"

ONLOOKER's emphatic "Why?" we would repeat with no less emphasis. We cannot say better what we would like to add on this subject than by quoting further:

"Fortunately, it is not necessary to pit the one kind of knowledge against the other—the practical against the intellectual. Mayor Howland was right in his contention, that a child may combine physical with mental occupation in such a way that he will receive a better intellectual training than if the physical element were omitted altogether, and all his time were given up to intellectual work. And—what is of at least equal importance—he will certainly receive a better moral training. The great thief of school time is inattention on the part of the pupils; the chief cause of inattention is mental weariness; and the best remedy for the evil is a judicious alternation of physical with mental occupation. I would like to see this subject get more attention than it has yet received from practical teachers, and I hope the suggestions on the subject will not come amiss, though their author is only a 'layman.'"

We are glad to see that Mayor Howland is urging the City Council to memorialize the Local Government in regard to the desirability of having industrial adjuncts to the city schools. It is to be hoped the Education Department will prove itself receptive of new ideas of the right kind, and at least, make arrangements to give the experiment a fair trial. Compulsory attendance at school will be placed on a basis doubly broad, and command much more popular sympathy, when such attendance means being taught the use of the hands in some honest industry as well as the mysteries of the "three R's."

FITCH's first three rules for the guidance of the young teacher are admirable, and should be well-conned and constantly remembered:

1. Never teach what you do not quite understand.
2. Never tell a child what you could make that child tell you.
3. Never give a piece of information without asking for it again.

DR. WITHERS-MOORE, a prominent English physician, is rather late in the day in taking up his parable and disparaging higher education for women on the grounds of danger to health and womanliness. Experience has now pretty well proved what good sense and reasonableness have always taught, that the proper development of brain power, and of all the higher faculties, is one of nature's prime conditions of the best health and truest womanliness. The very possession of faculties capable of being strengthened and cultivated is the best of all reasons for seeking to strengthen and cultivate them. Of course in the case of women, as in that of men, the laws of the physical system cannot be violated with impunity. Few thoughtful observers now doubt that, in the case of men and women alike, brain-workers, other things being equal, and due regard being had to the laws of the physical system, live longer and enjoy better health than any other class.