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Editorial Notes.

A MERRY CHRISTMAS to you all.

WE are obliged to hold over "Answers to Correspondents," by the English editor, until next number.

ONE of the grossest outrages upon all sound and sensible ideas of education of which we have heard in a long time is reported from Kansas, where a boy was recently "sentenced to school for six months, without missing a day," as a punishment for petty larceny. This is exalting the school with a vengeance—associating it in the child-mind with prisons, penitentiaries, and other places of punishment. And what an insult to the teachers, to put their work on a level with that of jail-keepers!

MR. CORLISS, the first part of whose article on Grammar appears in this number, has a rollicking way of casting aside antiquated notions, haling us forward to the purely inductive methods, and holding us logically to them, which makes his paper very readable, whether we agree with him at all points or not. In order to give him a fair chance, we must suspend our judgments until we see the rest of his article in next number. Meanwhile even those who may be burning to come to the defence of the old-fashioned or new-fashioned text-book must admit that he makes some good points in his breezy and stimulating fashion.

SEVERAL contributors who have kindly sent us articles for publication, at the instance of the Teacher's Institutes, have requested that their Mss. be returned to them after publication. It is not often convenient to do this, as by the time copy has passed through editor's, compositor's, and proof-reader's hands, it is not usually in a very presentable shape. Probably it will serve the writers' purpose to receive instead a few extra copies of the numbers of the JOURNAL containing their articles. These we shall be glad to send. If we forget it in any case, and extra copies are desired, please drop us a reminder by postal card.

WE ARE saddened to learn from the Michigan *Moderator* that Capt. H. A. Ford, of Detroit, who was an occasional contributor to this journal, and whose acquaintance some of our readers probably made at teachers' institutes, is dead. He fell dead while taking a street car to go down town to his work in the *Christian Herald* office. Though not personally acquainted with Mr. Ford, we had, through correspondence, formed a high estimate of his character, and of his zeal and ability as an educator. We beg leave to tender our sincere sympathy to his sorrowing widow, who is also a teacher, institute worker, and writer of ability. The paper in which we find the record is dated Nov. 1st, but the paragraph escaped our notice until a few days since.

THOUGH our position forbids discussion of political matters, and we think we can best serve our readers by holding ourselves pretty strictly to educational topics, it is but meet that we should join with our contemporaries of all classes, and with the whole people in deploring the great loss the country has sustained in the death of Sir John Thompson, Premier of Canada, who died suddenly at the Queen's Castle, on Wednesday last, just after he had been sworn in as a member of the Imperial Privy Council, a position of the highest honor and dignity. Sir John, not only during his brief career as Premier, but during the whole of his service as a cabinet minister, had made for himself an enviable record for ability and integrity. He was easily the foremost man in the ranks of the Conservative statesmen of Canada and his place will be hard to fill.

ALL who have to do in any way with the requirements in English for entrance to Colleges and High Schools, will be in-

terested in the report of the conference of committees appointed by the Associations of Colleges and Preparatory Schools of the Middle States and Maryland, the Commission of Colleges in New England on Admission Examinations, and the Association of Colleges and Preparatory Schools of New England, respectively. The findings and recommendations of this thoroughly representative body are entitled to the highest consideration, and the general principle on which their recommendation is based will, no doubt, commend itself to thoughtful educators, even when that principle involves the division of the books set for examination into two classes: those to be read as literature, the test being the student's general knowledge of their subject-matter; and those to be studied in detail with regard to diction, grammatical form and literary structure, as well as subject-matter. Wisely, too, we think, the reading of the first class to be prescribed is first in order and larger in quantity. The memorization of a considerable amount of English poetry is also an excellent feature. The whole report, though somewhat lengthy, will repay careful reading.

MEMORANDUM FOR TEACHERS AND STUDENTS.

THE following circular has been issued by the Education Department:

The new curriculum of the University of Toronto will necessitate a rearrangement of the High School courses of study. The modifications will come into operation in September, 1895, and an announcement giving complete details will probably be made by this department next May.

While the examinations for the Primary, Junior Leaving and Senior Leaving Examinations will be based after 1895 on the courses prescribed by the new curriculum, the just claims of candidates who have been preparing the subjects of the present curriculum will be recognized in the examinations of 1896. It may be further assumed that in the new High School course the subjects prescribed for Part I. of the new matriculation curriculum, viz.: Arithmetic and Mensuration, English Grammar and Rhetoric, English and Canadian History, and Physics, will be required of all candidates at the Primary examination, and that the standard set for matriculation in these subjects will be adopted as a standard for the Primary. The Department is not in a position to make any further statement on the subject of the coming changes than that now made.

JOHN MILLAR,
Deputy Minister.

Education Department, Toronto, December, 1894.