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## \* Editorial Notes. \*

PLEASE remember and tell those interested that this is not a sample number of the EDUCATIONAL JOURNAL. It is a general vacation number. We have curtailed some and omitted some of the practical departments knowing that our readers would scarcely care for them during the holidays. They will prefer to read what our leading educators had to say at Montreal.

WE invite the attention of all Public School principals and teachers to the list of Prizes for Model Lessons announced in this number of the JOURNAL. We hope to have a large and vigorous competition. There are, it will be seen, fourteen distinct prizes to be won, while the JOURNAL undertakes also to pay at a moderate rate for unsuccessful articles if approved.

Our subscribers will please remember that the JOURNAL takes vacation during the month of August. The next number will appear September 1st. It is our earnest hope and purpose to make the paper, during the school year commencing with that date better, brighter and more generally helpful than ever before. Please recommend it to your friends. We want to commence the school year with a large list of new subscribers.

IN this number will be found an interesting paper which was read some weeks ago at the Teachers' Association of Saratoga County, New York, by a young lady, who therein records her observations and impressions during a visit to the Toronto Schools.

The high compliments paid to Inspector and Mrs. Hughes, and to the Ontario system as exemplified in the Toronto schools are, we are glad to believe, not unmerited. Miss Osborn was evidently not in a hostilely critical mood, or she might, we dare say, have discovered blemishes and defects to modify her favorable impressions. But be that as it may, the paper is well written and instructive and it is always pleasant "to see ourselves as others see us," when they are well pleased with what they see of us. It may be helpful to many to have the strong points of our educational methods so clearly set forth.

THERE is, it strikes us, a good deal of sound sense in the following, which we clip from the *Public School Journal*, of Illinois. If the underlying principle is sound, it is capable of application to universities as well as High schools. Why not? All that either the university or the High school needs to know, or has any right to insist on, is that the entrant shall be able to do the work of its classes without hindrance to others. Who is in so good a position to know what he is capable of doing as those teachers under whose observation he has been for months or years?

The Chicago Board of Education has been considering how to admit pupils to the High schools. They have been coming in from Grammar, parochial, and private schools on the recommendation of the principals, without examination. There is now an effort on the part of some to return to the old method of examination. The present method is the best, provided there is sufficient backbone in the High schools to dismiss those who show themselves incompetent to do the work. A prompt and certain dismissal of such would act as a restraint upon a too free recommendation of incompetents by the principals.

SIR W. HART DYKE made a statement in the British Parliament two or three weeks since, touching the working of the Free Education Act which came into operation on the 1st of September last. Out of 19,600 schools in England and Wales, only 165 had declined to accept the Act, and it was estimated that between fourteen and fifteen thousand schools were now absolutely free schools. The Department had sanctioned an addition of fees under the Act in the case of thirty-one schools, and had refused the

raising of the fees in nineteen cases. So far as could be ascertained, the Act had been, in all its operations, a conspicuous success. The operation of the New Code had also been eminently successful. There had been a great increase of Penny Banks and depositors, and in the means generally of inculcating thrift. The contributions in aid of the Voluntary schools, instead of falling away, had greatly increased. The system of technical education had spread like a network through the country, but in many districts the County Councils had not known what to do with the money allocated to them, and wasted it on lectures, instead of devoting it to practical teaching.

THERE is a marked tendency in some educational circles in the United States which, we think, should be strongly deprecated. Taking on the guise of teaching patriotism, it seeks to Americanize everything, even history and literature. Great stress is laid upon the teaching of American history which is pretty sure to become in the hands of the average teacher and text-book writer, one-sided, bigoted, and therefore unhistoric history. The same tendency extends even to literature, as is seen by an announcement in the latest report of the Board of Supervisors for the city of Boston, that a book entitled *Masterpieces of American Literature*, has been authorized for the Grammar schools. Why not *Masterpieces of English Literature*, without the narrow limitation? Will the next thing be text-books of American arithmetic or American science? Why not inform the mind and mould the tastes of the Boston youth with the *best*, irrespective of nationality. Literature, like religion, should know no national boundaries. There is no surer means of producing a narrow, purblind, picayune patriotism, than this of teaching the young to look at everything through the colored spectacles of national prejudice. We refer to the matter because we notice the growth of a similar tendency in Canada, and the practice in the United States is constantly quoted in support of it. Let us rather aim at training up a race of broad-minded Canadians, lovers first of all of truth, and admirers of the beautiful and the good, wherever found. These will make the truest Canadian patriots.