

The Educational Journal

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year
in Advance.

TORONTO, MAY 15, 1896.

Vol. X.
No. 3.

Editorial Notes.

TOUCHING the new musical course for Public and Model Schools, spoken of in another note, we may assure our readers that THE JOURNAL will not be behind in giving all the assistance in its power to teachers in carrying on the work. We have made arrangements with a leading specialist to write a series of articles dealing with the Syllabus. The first of these will appear shortly. In connection with them an opportunity will be given for subscribers to obtain fuller information on any points on which they may wish to ask questions.

As most of our readers are no doubt aware, a Syllabus in Music for Public and Model Schools has been issued by the Education Department, giving the prescribed course in both the Staff and Tonic-Sol-fa notations. In order to give teachers an opportunity to gain a practical knowledge of the subject, it is, we understand, proposed to organize a summer school of music for teachers in connection with the Toronto Normal School. The details, if completed, will no doubt be definitely announced very soon. The school will probably remain in session for three weeks. In order to give students in attendance an opportunity to combine recreation with instruction, it is likely that the classes will meet in the forenoon only, leaving the afternoons free for other uses. No charge will be made for tuition. No similar opportunity has been offered to Ontario teachers for six or seven years past. It will make a pleasant outing, as well as afford special facilities, which will be no doubt needed by many, to fit themselves for efficiently carrying out the requirements of the new programme. It is believed that large numbers will gladly avail themselves of the opportunity.

MANY good things were said, and much excellent advice given, in the papers and addresses at the late meeting of the Educational Association. Without invidious comparisons, we may be permitted to ex-

press our gratification with several excellent points made by the new principal of Upper Canada College, Dr. Parkin. Some of his utterances pleased us exceedingly, perhaps because of their general agreement with views which have been from time to time advocated in these columns. One remark we have particularly in mind is his warning against too great uniformity in courses and rigidity in methods. No school can be of the best character, or do the best work for the child and the country, so long as it tends to repress individuality in either teacher or pupil. His caution in regard to the excessive haste to "get through," which is so damaging to thoroughness and good scholarship, shows that Mr. Parkin is a keen observer, and has not been long in detecting our weak spots. In our own experience, and, we are sure, in that of very many of our readers, one of the greatest enemies to true culture and to sound scholarship is the impatience, often, we are aware, the outcome of financial conditions, which is ever urging students to attempt to do in two terms an amount of work that cannot properly be well done in less than three or four.

THE following circular, which was issued a few weeks since by J. George Hodgins, Librarian and Historiographer to the Department of Education, explains itself. No doubt there are many veterans among our readers whose experience in the early days may be of value to Dr. Hodgins in his work:

"In preparing, for the Department of Education (under the direction of the Honorable the Minister) the 'Documentary History of Education in Upper Canada,' from 1791 to 1876, it appears to me that the history would be much more complete if the old teachers of the Province would contribute the result of their experience in the schools during their early period of service in them.

"I will, therefore, thank you to send me a brief sketch of the schools in which you may have taught—the condition of the buildings, the kind of fittings in the schoolrooms, apparatus, maps, books

used, and any other details which might be of interest in this work in which I am engaged.

"I may add that, in addition to any specific information which you may be able to give me about the schools in which you may have taught, I should be glad to get copies of old newspapers, old pamphlets, old parliamentary proceedings (bills, reports, etc.), old school records, college calendars, examination papers, and any other documents which might throw light on the educational history of Upper Canada from the earliest times."

THE annual meeting of the National Educational Association of the United States is to be held this year in Buffalo, N.Y. The local organization in that city is making preparation for the entertainment of twenty thousand educators and teachers on that occasion. The programme is sure to be varied and attractive, and the enthusiasm unbounded, as it always is on such occasions among our neighbors. A visit to this great assemblage of pedagogues, by any of our readers who can manage to attend, cannot fail to be interesting and inspiring. We are told, on high authority, that those who measure themselves by themselves and compare themselves with themselves are without understanding. We advise as many of our friends as can do so to take advantage of the opportunity which this great gathering of American educators will afford, of comparing our cousins' modes of doing things with our own, and treasuring up all the useful hints available, for future use. We shall be glad if Canada is largely represented at the Buffalo convention for the still better reason that all such interchange of courtesies and intermingling for good and beneficent ends tends to promote that better acquaintanceship and good feeling between the two peoples which is so desirable in the interests of international friendship. All needed information can, no doubt, be obtained by addressing Albert E. Swift, secretary of the Executive Committee, Ellicott Square, Buffalo, N.Y.