

# The Educational Journal.

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## \* Editorial Notes. \*

WE regret that, owing to some temporary shortness of hands in the composing room during the pressure of holiday work, this number of the JOURNAL has been unavoidably delayed a few days. We do not think the difficulty is likely to occur again.

THE Ontario School Trustees, at their annual meeting a few weeks since in this city, adopted a resolution in favor of the election of all School trustees by ballot. This is a good recommendation. We hope to see it carried into effect at an early date. Why not?

THE extract touching the changes in the English course at the University of Toronto, which was quoted in the first editorial article in our last number, was, through some inadvertency, credited to the *Globe* instead of to the *Mail*. It was taken from one of a series of excellent articles on the modern languages, as compared with other studies at the University, which appeared in the latter paper.

WE are glad to learn that the Senate of the University of Toronto has decided to accept the Leaving Examination in lieu of its own for Matriculation. We have not yet seen a copy of the statute or resolution passed, and so do not know the precise terms or conditions of its acceptance, but they are said to be liberal and satisfactory.

BY some oversight we omitted in last number to give due credit for the article by Dr. Adler, which we reproduced as a

special article. It was an extract, or condensation, under a new heading, from a longer article originally delivered, we think, as a lecture before some Society or Club in New York, and published by our excellent contemporary, *The Teacher*, of that city. We regret the omission, as we try to observe the golden rule in this matter.

MR. ALLAN EMBURY, Public School Inspector for the County of Peel, has rendered a valuable service to the teachers of that county, and all others who choose to avail themselves of it, by publishing an elaborate "Course of Study" for the Public Schools. The programme includes all the essential points of the course, as prescribed by the Department, and "attempts an arrangement of these essential points in an order such as will insure logical aim and connection in teaching." The programme is illustrated with explanations and directions in the form of notes, which cannot fail to be of great practical value to teachers, for whose use they are intended.

WE are glad to note that the Public School Board of Toronto has resolved to petition the Provincial Government and Legislature in favor of an amendment to the School Act, empowering School Boards in towns and cities to impose a rate for the purpose of supplying free text-books for the use of pupils. No doubt the required permission will be granted. We wish the supplying of free text-books could be made compulsory. It would be a great boon to teachers, parents and children in rural as well as in city schools. Not only are many children kept from school for want of books, but much time in school is often lost through delay in procuring suitable text-books, stationery, etc.

THE Minister of Agriculture has issued a list of nearly one hundred Farmers' Institutes to be held during the month of January at various agricultural centres throughout the Province. Besides the use of local talent, each meeting will be addressed by a Professor of the Agricultural College, a representative of the Fruit Growers' Association, and one or two of the best known farmers of the Province. Great good should follow this well-conceived movement for stimulating inquiry

and thoughtfulness, and spreading practical information amongst farmers. Every teacher should take an interest in this educational work. Now that agriculture is to be taught in the schools, it becomes of special interest to the teaching profession.

WE have received a copy of a circular which Mr. J. C. Robertson, B.A., Classical Master in Owen Sound Collegiate Institute, has sent to the classical master in each High School and Collegiate Institute in the Province. The circular points out defects in Harkness' Introductory Latin Book, the text-book now authorized in elementary Latin, as reasons why it should be superseded at an early date. It contains also some "Specimen Portions" of a book which Mr. Robertson proposes to prepare as a substitute. We hope to find space for fuller notice of the criticisms and proposed changes in a future number. Meanwhile, we commend Mr. Robertson for having, at so early a stage, taken his fellow-teachers into his confidence, in accordance with the sound principle that they should be consulted in so important a matter as an attempt to secure a change in the text-book.

WE hear so much in these days of the necessity for making school and college training bear more directly upon practical life, that it is well to have the other side of the shield sometimes presented. President Eliot, in a paper in the December *Forum*, says that the ultimate object of education is to develop high thinking. "Other advantages," he says, "are reaped on the way, but the essential gain is a purified, elevated and expanded mind." The assertion often made that High School graduates have learned too much, or have been trained out of their sphere, betrays, he claims, a fundamental misconception of the ultimate object of all education. "The object of education and of family life is not to promote industry and trade; rather, the supreme object of all industry and trade is to promote education and the normal domestic joys." This is true and good. But the one view does not necessarily exclude the other. The mind that is trained to high thinking and to true views of life is the mind that will best fit the man or the woman for the most efficient discharge of the duties of every position. What is required is that the mental training be genuine.