

The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

Subscription, \$1.50 a year.
In advance.

TORONTO, MAY 15, 1891.

Vol. IV.
No. 25.

Table of Contents.

PAGE.	HINTS AND HELPS—	PAGE.
EDITORIAL NOTES..... 385	The Genuine Teacher.. 391	
SPECIAL PAPERS—	EDITORIALS—	
University Extension as the University of the Future..... 386	High School Act for 1891. 392	
ENGLISH—	EDUCATIONAL MEETINGS—	
Themes from Ivanhoe... 388	Town of Peterboro' Teachers' Association.. 394	
On Taste in the Choice of Words..... 388	Peel Teachers' Association 394	
Trial Examination Papers on the Work Prescribed for 1891..... 389	FOR FRIDAY AFTERNOON—	
Lessons in Rhetoric..... 390	A Little Bird Tells. 394	
SCHOOL-ROOM METHODS—	Millies' Babies..... 394	
Preliminary Talks 391	PRIMARY DEPARTMENT—	
	Spring Studies 395	
	Aritmetic 395	
	QUESTION DRAWER—	396

* Editorial Notes. *

THE English Department is again very full this week and some new features are introduced which will, we think, be welcomed and found particularly helpful by teachers. Much against our will we find ourselves, at the last moment, obliged to hold over a large instalment of "Answers to Correspondents," belonging to this Department, also an interesting account of a Longfellow Recital?

ON our editorial page will be found a full and, as we believe, accurate explanation of the most important changes effected in the High School Act by the legislation of the late session. We had fully intended to give at the same time similar explanations in regard to the changes in the Public Schools Act, but want of space compels us to hold this over until next number. Teachers and others interested will find it specially desirable to preserve these numbers of THE JOURNAL for future reference.

Do not fail to read the admirable article by Mr. Moulton, on the "University of the Future," in this number. The members of the teaching profession cannot fail, we think, to take a deep interest in this "University Extension" movement. We have an article summarizing the progress of the movement in various places, within a short time past, but it, too, is "crowded out." University Extension, somewhat on the lines laid down by Mr. Moulton, bids fair to bring the blessings of higher education

within reach of the multitudes, as it has never before been brought. We are glad to note that Mr. Houston has obtained a special committee of the Senate of Toronto University to consider the question.

THE Toronto Humane Society has issued an eight-page pamphlet giving full information concerning "Bands of Mercy," an organization that, wherever known, is wonderfully popular with children. It is the intention of the Society to place one of these pamphlets in the hands of every teacher in the Province, and any lady desirous of forming a Band should write to the Society's office, 103 Bay street, for particulars. We wish that Bands might be formed in every Public School in the Province. To say nothing of the effect upon the treatment of the animals which have been put in our power, we know of nothing that will exert a more elevating and refining influence upon the child-nature than the principle and habit of kindness to animals.

DR. JAYNE, Bishop of Chester, is reported as having said, in a recent speech, or paper: "There could be no sound education unless there was held in reserve and used, of course with due moderation, corporal punishment. If he had to write a motto for a copy-book he should write, 'No birch, no boy. No cane, no character.' Only those known to be severe and strict could afford to be kind and lenient." This is sufficiently sweeping, even for a Bishop of the old school. What, we wonder, would Dr. Jayne say could he be induced to spend a few days in a large school or college in which, though corporal punishment was never thought of, the very best results were manifest in discipline, study and character? Happily there are many such in these days.

IT was our intention to make the portrait and biographical sketch of the Minister of Education, given in the last number of THE EDUCATIONAL JOURNAL, the first of a series dealing consecutively with many of the most prominent educational workers in the Province. Since the publication of that number an improvement has been decided upon which will necessarily lead to some delay in the continuation of the series. Pursuant of their determination to give their

patrons nothing but the best available, in every line of work, the publishers of THE JOURNAL are making arrangements for improving their artistic department, excellent though it has hitherto been, by introducing the photogravure process. This will enable them to give the readers of their periodicals portraits and illustrations in the very highest style of art which the wonderful developments in this line of artistic work have now made it possible to introduce. The expensive changes necessary to reach this result will necessarily occupy a few weeks. We have concluded, therefore, to suspend the publication of the portraits and sketches until the new process can be used. As the holiday season is drawing near, we shall probably not re-commence the series until our first issue in September.

THE Peterboro' Review, referring to Inspector Tilley's recent visit to the Public Schools of that town, says:

A new feature of school work was introduced this time. It was what are called grade conventions. They are carried out by the teachers of one grade visiting the room of a teacher of the same grade and observing the work in the room during the afternoon. At the conclusion of the teaching, when the pupils are dismissed, the teachers and Inspector hold a consultation to talk over any points of interest they have observed, with a view to improving the methods of teaching. Some of the benefits of these conventions are obvious. The teachers observe the points of excellence and the defects in the room they visit, and all are benefited by the experience and exchange of ideas. Besides, they bring about uniformity in teaching and in management, which is an essential feature in graded schools, where pupils pass from one teacher to another. The similarity in teaching saves much time, as the pupils do not have to learn or be taught new methods when they enter another room.

We are not sure that it might not be possible to secure too much uniformity to the detriment of individuality in teaching and management. But the "grade conventions," as above described, cannot fail to be helpful to all concerned. Something of the same kind is done in the schools of this city with, we believe, excellent results. The method is worthy of full development, and that it will no doubt receive under Inspector Tilley's leadership.