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## \* Editorial Notes. \*

WE are indebted to the courtesy of the Secretary, Mr. R. W. Doan, for a copy of the Programme of the next meeting of the Ontario Teachers' Association, to be held in Toronto in April next. We will publish it in next number.

THE latest school definition of a college which has come to hand is "A cemetery of learning." Barring the orthography, this is not a bad description of some "institutions of learning." To forestall unjust suspicion we must explain that the definition did not come from the School whose Principal was heard to remark that he had "a good corpse of teachers."

"OBSERVER'S" experience touching home lessons for children, is both instructive and suggestive. We had supposed that the practice of giving homework to the little ones, in addition to their five or six hours in school, belonged to a gloomy and vanished past. We should be glad to know how prevalent the practice is in city and country schools, and what intelligent teachers and inspectors think of it. Will not our readers give us a batch of postal card notes on the subject?

THE best of all busy work is, we have no doubt, that which involves the use of pen or pencil. Just as soon as children are cap-

able—and that point is reached earlier than many suppose—there is nothing they will like better than reproducing something in the shape of either drawing or writing. As soon as possible let the drawing be from objects and the writing an expression of the pupil's own thought, at first by giving in his own words something suitable that he has heard. Then let him gradually be thrown upon his own resources for subject-matter. We know nothing which educates like this, or which is more likely to engross the busy brain and hands.

WE are glad to see that many of our U. S. exchanges reprint, frequently, articles from our columns, but we have to complain that they so often, inadvertently no doubt, omit to give credit to THE EDUCATIONAL JOURNAL. Sometimes the republished articles are given with the name, or *nom de plume* of the contributor, but fail to indicate the source from which they are taken; sometimes neither name of contributor nor that of paper appears. Some time ago, we noticed in a Southern periodical one of our editorial articles given almost verbatim, as an original contribution by a correspondent. This could hardly have been either a coincidence or an accident on the part of the correspondent, though of course the periodical was not to blame. We know, by experience, how easy it is to forget to give due credit for a clipping, and would not have referred to the matter, had not slips of the kind been noticed so often of late in a few of our exchanges.

REFERRING, in a speech at Chester, on Technical Education, to the fact that Germany, France, and Switzerland, and other continental countries, had applied a system of technical education to their commercial enterprise which had brought about considerable results, and that England had, in consequence, found herself outstripped as regarded the manufacture of goods introduced into foreign markets, Sir William Hart Dyke said that it was of the most vital importance that children in the rural schools should be taught something of the elements of agricultural science, that the best way to meet foreign competition in farming markets was to produce better cheese, and evidently the

way to accomplish this was to instruct the young men in the principles of dairy farming, etc. This idea of making school education more practical and technical is rapidly spreading. It is, no doubt, sound enough at bottom, but great care will be needed to keep the movement based on true educational principles. It must never be allowed to degenerate into mere teaching of specific industrial processes. No doubt the result aimed at will be best reached along true educational lines.

PRINCIPAL EMBREE, of the Parkdale Collegiate Institute, in a letter to the *Globe*, makes an interesting contribution to the discussion of the defective "pass" course of Toronto University. Mr. Embree argues with much force in favor of the rigorous application of a fifty per cent. standard in the examinations of pass students. He also vigorously supports the proposal to substitute for the terms "pass" and "honor," which have come by usage to connote an invidious distinction between the two classes of students, the more correct and significant words "general" and "special." Mr. Embree well says: "I maintain that the pass student who reaches the 75 per cent. standard in the several subjects of his course works as hard as the honor student who reaches the same standard, and is as well fitted for most of the callings that each is likely to follow." Certainly if this is not true, the fact would only prove that the "pass" or general "course" is far from being what it should be. "If," as Mr. Embree says, "the honor man was obliged to take all the pass subjects in addition to the honor work of his special department, there would be some ground for the present distinction." But, as it is, in view of the early stage at which the "honor" man is permitted to branch off into his specialties, we should be prepared to go even farther than Mr. Embree, and say that both for purposes of culture, and as a preparation for success in most callings, the pass course, assuming it to be a well-arranged general course, is preferable. It is high time that the pass course of the University was put on such a basis as would take away the stigma of inferiority, which does not properly belong to it and should never have been placed upon it.