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* Editorial Notes. *

THE Japanese seem to recognize fully the importance of thorough moral training in the schools, but have long been perplexed in their search for a basis of morality. It has now been decided, it is said, that Confucius is to be the sheet-anchor, and text-books of morality are to be compiled for schools with his precepts as a basis.

THE notion that a collegiate education is detrimental rather than helpful to a man in business pursuits, is somewhat prevalent. Mr. Andrew Carnegie, a well known American millionaire, has recently expressed that opinion. His statement led the New York *Tribune* to collect the opinions of a number of prominent business men on the subject, and their judgment is, on the whole, opposed to that of Mr. Carnegie. They say, just what a reasonable view of the matter would lead us to expect, that the youth who makes good use of his four years at college and then enters into business, will, as a rule, soon overtake the youth with untrained mind who has spent that four years in an office or warehouse.

IN reply to a number of questions touching the subject of Elementary Education, Mr. Gladstone recently gave expression to some excellent views. He was in favor of giving some measure of classical instruction in all secondary schools, but would not thrust it down the throat of everybody, irrespective of capacity and circumstances. Technical and scientific teaching was, he considered, of the highest importance, but the main object of education was to make the human mind a supple, effective, strong, available instrument for whatever purposes it might be required to be applied to. Mr. Gladstone spoke unreservedly also in favor of giving a higher

education to girls in connection with the intermediate system, and expressed the hope that they would be allowed to share in whatever exhibitions and scholarships might be established. He resented, he said, extremely, the arrangements under which girls and young women who go to Oxford or Cambridge are precluded from touching one farthing of the vast wealth of the universities and colleges.

IT is stated that the number of students in attendance at the twenty-one universities of the German Empire last winter was not far from 28,500, and that of these one half were about equally divided between theology and law, and the other half between medicine and general education, in the proportion, nearly, of three to four. These figures are very significant. The state of things they represent is, we have no doubt, pretty nearly paralleled in Canada. We shall continue to fall very far below the true ideal in education, so long as the universities are used almost exclusively by those who are preparing for one or other of the learned professions. It is, in fact, very hard to justify the existence of State universities, so long as their advantages are enjoyed almost exclusively by those preparing for special professional pursuits. It is evidently desirable that some means should be adopted to make higher education better appreciated by the many for its own sake, and sought by all classes, irrespective of future pursuits. Failing that, the money from the public chest should be given chiefly in aid of art and technical schools, available and directly useful to the many, rather than to the few.

TOUCHING the effect of college training in fitting or unfitting a young man for business pursuits, referred to in another paragraph, several things are to be borne in mind. For instance, the studiously inclined young men, those whose inclinations urge them most strongly in the direction of the university, are often unfitted by nature for business success. Such young men, whether they go to college or not, will never put sufficient enthusiasm into their business to insure success. Then, again, it would be a poor collegiate education that would unfit any young man who has a soul in him, for the practice of the methods which are counted by many the successful business methods. Nor can one who has learned to think and who enjoys the higher and broader outlook which a true mental cultivation gives, consent willingly to give the best energies of his life to mere money-making. But the common-sense rule is, and we venture to say that true experience will sanction it, that the more the brain-power is developed by education, the

better fitted is the man or the woman for any business pursuit. There is no sphere of honest work, we care not how humble, in which brains will not tell in favor of their possessor.

AN organization of a somewhat novel but very necessary character has recently been formed in London, England. It is nothing less than a National Parents' Educational Union. The first public meeting in connect on with the movement took place at the residence of the Bishop of London a few weeks since. The object of the Union is to assist parents of all classes to understand the best principles and methods of education in all its aspects, and especially in those which concern the formation of habits and character. It seeks also to create a better public opinion on the subject of training of children, by collecting and making known the best information on the subject; to secure greater unity and continuity of education by harmonizing home and school-training, and to give parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. Lectures, addresses, discussions and other means will be employed for this purpose, and a religious basis of work will be maintained. The conception is certainly an excellent one, and the field for the operations of such a society is very large, and much of it in great need of cultivation.

THE remarkable success of Miss Fawcett and Miss Alford, in taking the highest honors at the late June Examinations in Cambridge University, affords additional proof, though proof was no longer needed, of the ability of women to compete side by side with men in the severest lines of university work, as well as in those which are thought to make less stern demands upon the highest order of intellectual faculties. This fact, greatly as it seems to astonish some of those who have been accustomed to accept conventional and traditional notions with regard to the place of woman in the social scale, can hardly have been surprising to many teachers who have had to do with both sexes in the Public schools. It is a burning shame that those women who have, from time to time, fairly won the highest rewards such ancient institutions as Cambridge have to offer, should be deprived of them by regulations which are the outcome of old customs and prejudices. But the end of all such invidious distinctions is near. "This is no longer a man's world," exclaimed the editor of an American journal on reading the announcement with regard to the success of the two ladies above named. The remark is as true as suggestive. Too long has this been a man's world. Henceforth it is to be a man and woman's world.