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## Editorial Notes.

It is announced by the Educational Department that owing to some delay in preparing the new High School Drawing Books, the present series will be accepted for 1895 as well as for the examinations of this year.

We are requested to state for the information of teachers that a modification has been made in the requirements for the High School Entrance examination, by restoring the examination for British history. The amendment makes no change in the Public School course, and where the regulations have been followed by teachers no addition is made to the work for pupils. It was feared, however, that if British history were not included in the subjects for examination, the work might be slighted. The nature of the questions at the examination will correspond with the course made obligatory for the Fourth form last August.

In the following sentence, quoted in Mr. Simpson's article on "Agriculture in Public Schools," part of which appears on another page, Prof. Huxley suggests admirably the proper method for teaching this subject, especially in lower classes. First the study of the object, then when interest is aroused, in natural order, the scientific discoveries and laws, with experiments, so far as these can be brought fairly within range of the pupil's comprehension. For these reference can be had to the text-book, which should come second or last in order, not first:

"The history of a bean, of a grain of wheat, of a turnip, of a sheep, of a pig, or of a cow, properly treated—with the introduction of the elements of chemistry, physiology and so on, as they come in—would give all the elementary science which is needed for the comprehension of the process of Agriculture, in a form easily assimilated by the youthful mind, which loathes anything in the shape of long words and abstract notions, and small blame to it."

THE world moves and even the ancient universities are carried along with it. A vote was recently passed "in congregation" at Oxford, committing that venerable seat of learning in favor of the principle of recognizing the English language and literature as entitled to a place in the regular curriculum of that venerable seat of learning. "The Council, assuming that some recognition of the English by the University was desirable, asked the House to decide whether the recognition should be by the establishment of a school, or by the founding of a University scholarship or prize." Those who wish to see a genuine and thorough educational reform will hope that the second of the alternatives may commend itself to the House. We, years ago, ventured to predict that one of the educational innovations of the future in English-speaking countries would be English Colleges, that is Colleges in which full courses in English would be the central and governing work, to which all other subjects would be but secondary and subordinate. It is possible that ancient Oxford may be the first to give this idea a "local habitation and a name."

No doubt there is too much ground in current newspaper literature for the rebuke implied in Principal MacCabe's letter to the *New York School Journal*, which we reproduce at his request in another column. We may say, however, that so far as our part in the matter is concerned, the fact that the boy in the incident quoted was described as Irish did not attract our attention at all until pointed out by Principal MacCabe. Nor do we see any reason to suppose that that fact had any weight or significance with Dr. Stanley Hall in making the selection. No doubt Mr. Russell, in chronicling the observations from which Dr. Hall quoted, recorded the nationality of the various pupils as an interesting and important fact in connection with them. Each race has well-marked peculiarities

which are sure to come out in the children, and the record of nationality therefore adds to the value of such a record. Whether the saloon occupies a larger place in the life of the average Irishman, as seen in America, than in that of the average citizen of any other race, we do not know. We had not observed that the paragraph had been quoted or Dr. Hall's article referred to by our contemporary. Personally we have too much respect for many friends of Irish extraction, and too high an opinion of the genius of the race to feel at all disposed to make any of its real or fancied peculiarities a butt for disparagement or ridicule.

THE replacement of British History on the list of subjects for Entrance Examination illustrates another of the evils arising from the connection of the Educational Department with party politics. We fear that it may be too true that the plan proposed and now abandoned—that of making certain portions of British History a kind of side study, to be taught somewhat informally by the teacher and examined informally by the Inspector—would have been a failure, so far as securing any valuable amount of attention to the subject is concerned. It is almost inevitable that when the standing of the school, the reputation of the teacher, and the success of the pupil, all depend upon the results of the Entrance Examination, any extra subject put on the list simply for education, not for examination, will be slighted. But we very much doubt whether there are many teachers whose experience makes their judgment in such a matter valuable, who will not admit that British History is not one of the best subjects for Entrance Examination, and that, but for the difficulty above noted, it could much more satisfactorily be dealt with in the less formal and more natural method which is now to be abandoned without trial. The attachment of most of our people to Great Britain and British institutions is so warm that "the loyalty cry" is one of the most effective for party purposes which can be raised. Everyone must see that it is impossible to study Canadian History without being brought constantly and closely in contact with the history of the Mother Country, and that in a way which is even better adapted to stir the loyalty of Canadians to the Empire than the direct study of British History apart from that of our own land can do. All this means that even the courses in our elementary schools are being made the foot-ball of political partyism.