

# The Educational Journal.

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## Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES.....	305	HINTS AND HELPS—	
SPECIAL PAPER—		First Lessons in Primary	
Physical Geography in		Work.....	311
the High School.....	306	Educational.....	311
MATHEMATICS—		A Hard-worked Word....	311
The Sequence of Euclid.	308	EDITORIAL—	
Algebra.....	308	Those Examinations....	312
ENGLISH—		CONTRIBUTOR'S DEPARTMENT—	
Lessons in Rhetoric.....	309	A University Experiment	313
Entrance Literature.....	314	BOOK NOTICES, ETC.....	313
EXAMINATION PAPERS—		PRIMARY DEPARTMENT—	
Education Department,		Reading.....	315
Ontario, December Ex-		Word and Phrase Exer-	
aminations, 1890.....	310	cises.....	315

## \* Editorial Notes. \*

MR. WILKINS' paper on "Physical Geography in the High School," abounds in valuable hints and suggestions and will be read with interest by Public as well as by High School masters. We regret that owing to the length of the paper we are unable to give in this number the copious notes in which Mr. Wilkins has explained and defended such of his statements as seemed to require elaboration or proof. One note in particular deals with the strong statement made in the first sentence of his article, and corroborates it with many facts of experience. This note at least, and if possible the others, we will give in next number, not only as a matter of justice to the writer, but because they cannot fail to be useful to our readers, especially to all teachers of the important subject of geography.

*Grip*, in a recent number forecasts as follows some of the results of the forthcoming invasion of Toronto by the members of the American National Teachers' Association next summer. We shall probably survive :

From ten thousand to fifteen thousand pedagogues and pedagogueses, with their friends, are expected to visit Toronto from the United States next July. Let us draw it mild, and take the lower estimate. This means that the people of Canada will become acquainted with ten thousand intelligent American citizens ; and as each intelligent American citizen will become

acquainted with at least ten equally intelligent Canadian citizens, the intelligent American citizens will form terms of intimacy with one hundred thousand intelligent Canadian citizens, thus, as usual, getting the start of us by about ninety per cent. How long are we, the intelligent citizens of Canada, prepared to stand this sort of thing ? Just think of it a little in detail. It is as certain as anything can be that a good deal of stealing will be going on—stealing, not stealing, of hearts. Inevitably, nuptialities must follow. Canadian homes will be broken up, and the mischief of it will consist in the fact that the homes will rather enjoy the process. Again, this meeting will establish an increased international correspondence, the result of which no man can estimate. If every Yank—American, we mean—should write only twice a year to his Canadian friends, that will mean two hundred thousand epistles from a hostile nation to breathe pestilential republicanism into our pure political atmosphere. Perish the thought ! Then, too, we shall have an equal number of missives from Canadians in return, at a cost in postage alone of \$6,000, the cost to the Americans being only \$4,000, as they pay but two cents, while we pay three—here again the Americans are ahead !

WE have much pleasure in complying with the request of Mr. H. J. Hill, the efficient Secretary of the Local Executive Committee appointed to make arrangements for the great International Educational Association next summer, by publishing the following notice. We hope that a very large number of our readers will make their arrangements to attend this great meeting. It is refreshing to know that the interchange of educational thought at least, need not be hampered by national boundaries or high tariffs.

### NATIONAL EDUCATIONAL ASSOCIATION ANNUAL CONVENTION.

The annual Convention of the National Educational Association of the United States, for the present year, will be held at Toronto, from the 14th to the 17th of July next, and a Local Committee has been appointed at Toronto to make all the necessary arrangements. At least twelve thousand teachers of Public Schools, Collegiate Institutes, High Schools, Universities and School Inspectors, throughout the United States and Canada are expected to attend the Convention, and a large amount of work has to be done preliminary to the meeting to make arrangements for the accommodation of this large number of visitors. Cheap railway rates have been secured from all parts of Canada and the United States. An official bulletin will be

issued about the middle of March, giving a full programme of the proceedings at the Convention, officers of the Association, railway arrangements, etc., and will be forwarded to anyone desiring a copy on their dropping a post card to the Secretary of the Local Committee, Mr. H. J. Hill, at Toronto, or Mr. J. L. Hughes, Chairman of the Executive Committee, Toronto. The most complete arrangements will be made to give the visiting teachers a splendid welcome and to make the meeting a great success. Local excursions are being arranged to all important points of interest surrounding the place of meeting. The meeting will be of an international character, and as it is the first time the Association has ever met in Canada, it is hoped that the Canadian teachers will attend in large numbers to take part in the proceedings.

WE are glad to see that the Minister of Agriculture has complied with the request of the Ontario Teachers' Association, at its last annual meeting, by publishing the excellent address on "Agriculture in Public Schools," delivered by Mr. J. E. Bryant, M.A., on that occasion. We have had this address before us for some time hoping to give it to our readers through the JOURNAL, but have been unable hitherto to do so, on account of its length. Now it is accessible in a neat pamphlet form, and may, no doubt, be had for the asking from the Department of Agriculture. We hope Minister Dryden will see that every Public-school teacher in the Province receives a copy without asking, for it is a paper which teachers in particular should read. Our space will not admit of an extended notice, but we may just say that Mr. Bryant pursues a strictly logical method in his argument for the teaching of agriculture in the schools. He commences by pointing out that one or more of three distinct aims governs all educators in their choice of the subjects of School-room study. In order to establish the claim of any subject to be so used, it must be shown to be adapted either to a disciplinary, an æsthetic (including ethical), or a practical or utilitarian end. Those subjects are undoubtedly best which combine all three ends, as indeed most subjects do, and as he proceeds to show that agriculture does, though in varying proportions. Few will, we believe, read the address without becoming convinced, if they were not convinced before, that it is in the highest degree appropriate and desirable that, in a Province which is eminently agricultural, Agriculture should be made a prominent subject of study in the public schools.