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Table of Contents.

PAGE.	PAGE.
EDITORIAL NOTES..... 195	The Teaching of English to Indian Children..... 201
ENGLISH—	CORRESPONDENCE—
On the Parsing of "Like"..... 196	"The Infantry"..... 202
Correspondence..... 196	One Reason Why..... 203
SCHOOL-ROOM METHODS—	PRIMARY DEPARTMENT—
Reading..... 196	Suggestions in Spelling..... 204
Division of Fractions..... 197	Singing..... 204
How to Get Expression..... 197	Indian Training of Children..... 204
SCIENCE—	The Game of Making Words..... 204
Nature Studies..... 167	Finger Play..... 205
Answers to Correspondents..... 197	EXAMINATION PAPERS—
No Dream of Toil Have We..... 197	Annual Examinations 1894.—The High School Primary..... 205
EDITORIALS—	East Victoria Promotion Examinations..... 205
Physical Education..... 198	HINTS AND HELPS—
The Teacher's Difficulties..... 198	In the Country Schools..... 206
The Competitive Examination in China..... 199	Vocal Culture..... 206
University Matriculation..... 199	Seat-Work for Third Reader Pupils..... 206
SPECIAL PAPERS—	LITERARY NOTES..... 206
How to Make Physiology, Hygiene, and Temperance Interesting..... 200	BOOK NOTICES..... 207

Editorial Notes.

UNIVERSITY MATRICULATION.

AT the last meeting of the Senate of the University of Toronto, the matriculation courses were finally settled, and the curriculum will in a day or two be in the hands of the teachers.

Two important clauses have been embodied in the scheme:—

(1) Junior Leaving Certificates will be accepted *pro tanto* at both Part I. and Part II. of the matriculation examination; but candidates for scholarships and relative standing will not be entitled to this exemption in the case of Part II.

(2) At the examination of 1896 and thereafter, candidates for honors and scholarships will be examined only in the honor papers. They will not be required to take the pass papers, but the honor courses now include the pass course. Under this arrangement the Matriculation and the Primary, and Junior and Senior Leaving Examinations can go on concurrently; and, instead of extending over three weeks, all can be completed in six or seven days.

By dividing the examinations and making this important change, the University has done its share in reducing the pressure in the past of the system affected by its examinations. It now remains for the Education Department to do its share in completing the work of reform.

PLEASE note that the office of this paper has been changed from Room 20, No. 11½ Richmond Street, West, to Room 11, on the first floor of the same building.

WILL correspondents please excuse the absence of Question Drawer in this number. In consequence of loss of time in moving our office we are obliged to hold this and some other matters over for next issue.

AN aggrieved teacher complains to the *Independent and Nonconformist*, of London, Eng., of the low estimate in which his cherished profession is held by the general public, and gives the following instance from personal experience:

"A publican in his neighborhood called on him not long ago, and delivered himself as follows:—"I should like to have a word with you about my son. He's getting a young man now, and Professor C—, the phrenologist, says there are only three things that he's really fit for—an auctioneer, a commercial traveller, and a schoolmaster. Well, I don't think he's sharp enough for an auctioneer, and he's a bit too wild to go round the country by himself as a commercial traveller, so I am thinking of making him a schoolmaster—and if you happen to have a vacancy on your staff I think we might come to terms."

EITHER of the two papers which we give in our "Special" department in this number might with equal appropriateness have been placed under the heading, "Methods of Teaching." Both are eminently practical. Mr. Fenwick's interesting paper on the teaching of Indian boys contains many helpful suggestions which are equally applicable to the teaching of white boys and girls. Teachers of the younger classes of pupils, in particular, will do well to note his discovery that apparent attention on the part of the children did not necessarily mean intelligent apprehension of the ideas he strove to convey, or the meaning of the language he used. We should not be surprised if a little experimenting should show that it is often the case with white children also, though not, of course, to the same extent. Miss Davidson's success in making the study of Temperance and Hygiene interesting to children will, we are sure, stimulate others to try similar methods.

DR. J. J. FINDLAY, who is Assistant Commissioner to the Royal Commission on Secondary Education, which is now at work in Britain, was in this city a week or two since. At the request of the above-named Commission Dr. Findlay has been visiting the Eastern States and Ontario, with a view to reporting upon their sys-

tems of secondary schools. To a representative of the *Globe* Dr. Findlay declined passing any criticisms upon the Canadian system as he found it. One striking fact, however, he did point out. The main difference, he said, between the Ontario system and that of the various American States which he had visited was that here the State schools cover almost all of the ground, very few other schools being in existence, and most of those proprietary institutions; whereas in the United States there are a great number of endowed schools, independent of the State, and, from the ample means at their disposal, exempt from the necessity of consulting commercial interests that exists in the case of the proprietary school. Of the endowed school Dr. Findlay is a strong advocate, while he also believes in a good State system. The fewness of both proprietary and endowed schools is, in our opinion, a serious defect in our educational work, but it is a defect which we may hope to see remedied as the country becomes older and the number of wealthy men interested in educational matters larger. Our views may not, perhaps, be regarded as quite orthodox, but we should be glad to see a large increase in the number of private schools, whether proprietary or endowed, engaged in the work not only of secondary but of primary education. We know some persons who have been disappointed and astonished at the difficulty of finding really well-equipped and well-staffed elementary private schools, even in the City of Toronto. There are many who do not wish to subject their children to what they regard as the dull routine and unscientific cram which seem inseparable from a uniform public school system, who yet have been quite unable to find private schools of any kind approaching at all nearly to their ideas of what such schools should be. The day must surely come when many parents of moderate means and high educational ideas will unite to support highly qualified teachers in voluntary schools, for the benefit of their own children and those of others who may choose to take advantage of them. The numbers in such schools should always be strictly limited. In modes of teaching and government they would afford a much needed variety. The influence of their presence and competition would always be healthful upon the public schools. When the good time comes these schools will set new and desirable openings before ambitious and able teachers, and thus increase the lamentably small number of prizes now open to members of the profession.