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* Editorial Notes. *

TWENTY years ago the Japanese Government sent five girls to the United States to be educated. Now Japanese young men and women are attending American schools and colleges in large numbers. A fund of \$10,000 has been this year raised in Philadelphia for the education of young Japanese women. A Japanese student recently won the honor of representing the Harvard Divinity School on Commencement Day. His brother is president of the largest Christian college in Japan, that at Kunitanoto. The last twenty years have wrought wonderful changes in the habits of thought and life in Japan. The end of another twenty years may find it largely Westernized and Christianized.

THERE is no more common, or, to our thinking, more mischievous educational heresy than that which claims that the teacher stands to the child, for the time being, in the relation of parent. The teacher cannot take the place of the parent, and should not attempt to do so. One of many reasons is that the instinctive affection is wanting on both sides, an indispensable factor. The teacher should, in the interest of parent and child, as well as in his own interest, impress upon parents that he or she does not usurp their functions, but relies on the parental training and discipline for those elements in the child's character which alone can make the latter properly subservient to the authority of the teacher.

THE term of the School of Pedagogy just closed seems to have been very successful

for a first term. No institution can spring into being in full working order. Time is always required to perfect the adjustments of the new machinery, and practice only can make perfect in its management, no matter how well skilled the operators may be. It must, therefore, have been peculiarly gratifying to Dr. McLellan to receive the hearty and unanimous expression of the confidence and esteem of his students, which was given him in connection with the closing exercises. We had hoped to present our readers with a photogravure reproduction of the address and an account of the closing exercises in this number, but the artist was unable to complete the work of engrossing in time. We are therefore obliged to hold it over for next number. We should add that the event was all the more pleasing because the expressions of satisfaction on the part of the students—many of whom were, as our readers are aware, university graduates—included all the members of the staff of instruction.

IN a number of municipalities, we do not know how many, the election of school trustees takes place at the same time as that of the civic officers, at the beginning of the year. We hope that there are some indications that the choice of trustees is gradually coming to be considered worthy of more thought and care than have in past days been given to it. We have no evidence to show whether the having these elections at the same time and place as the municipal elections has had the desired effect, in the case of those municipalities which have tried the plan, or not. May not the teachers in many instances bring a good deal of quiet influence to bear in order to induce the best men and women to offer themselves for the service? We say "and women" advisedly, for we see no good reason why a fair percentage of intelligent and energetic women should not be elected to the school boards. We are sure that in many places the influence of such members would be most salutary. We plead for an admixture of women trustees, not merely, as some do, on the ground that a very large percentage of both teachers and pupils are of the gentle sex, though that is a pretty good ground. But who does not know that the average mother is at least as deeply

interested in the welfare and progress of her boys as the average father, and that she, as a rule, knows a great deal more about them and their school life and about what is wrong in the school. Experience in England has shown, too, that the lady members of the boards are usually far more resolute and thorough in ferreting out and correcting abuses than their masculine colleagues.

IT is contrary to journalistic etiquette to notice anonymous communications. The rule is a good one, and we hope that teachers, above all others, will always have the courage of their opinions and not write anything to which they are afraid or ashamed to put their names, "not necessarily for publication, but as a guarantee of good faith," as the editors say. That is, however, by the way. The exception proves the rule, and we are about to make an exception. We received the other day a note of criticism in regard to THE JOURNAL, which was unobjectionable in tone, and to which the writer need not have hesitated to put his or her signature. We invite honest criticism, because we honestly desire to meet the wants of our patrons and intend to spare neither pains nor expense in order to do so. The note referred to pointed out that one or two grades in the Public Schools are not so fully provided for as they should be in our practical departments. We shall endeavor to profit by the hint; look into the matter and make provision to supply the want, so far as we can find that one really exists. It will be impossible, however, to comply with one request of our friends—and we count every faithful teacher a friend—viz., to publish the School Law of Ontario. The latest Acts relating to Education are before us in an official pamphlet of about 100 pages, and to publish it in full would require probably two or three full numbers of THE JOURNAL. Those would be easy numbers to get up, but would, we fear, be voted "dry" by many of our readers. If the writer of the note will specify any particular part of the Act we will gladly do our best to find room for it. We presume, however, that copies of the Act, with the Departmental Regulations added, can be procured on application to the Education Department.