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Editorial Notes.

A VERY common mistake of inexperienced teachers, and of many that cannot be called inexperienced, is the making of too many rules. The more the child can be led to become a law unto himself, the better for all concerned. It is better for the teacher, for he is so far relieved of the irksome task of enforcing a variety of petty regulations. It is better for the children, whose moral judgments are educated by being constantly called on to pronounce on questions of right and wrong. And it is better for the community, for, while undue restraint in school is pretty sure to react in undue license out of school, the habit of self-direction and control formed in the school will follow the pupil into the street and the home.

GREAT stress was laid by some of the speakers at the Association on systematic physical culture and drill in the schools. These undoubtedly have a place in the curriculum of an ideal Public School, and are valuable in their place. But are we not in danger of overdoing this business, and taking out of the hands of Dame Nature a work which she is much more competent to do than any artificial trainer can be? Can it be doubted that a score of boys, turned loose on a spacious playground, to find their own amusement with bat and ball, or other games of their own choosing, will really gain more all-round physical development in one hour than the best system of scientific training can give them in three?

WE are giving a good deal of space to the report of the meeting of the Provincial Association, but it will be found that almost every line has a more or less direct bearing upon some phase of the teacher's everyday work. Hence we did not think that we could occupy the space with anything of greater practical interest and utility to the earnest teacher. Meanwhile, in order to provide, as far as possible, against the necessity of curtailing

our regular departments, the publisher has, at considerable expense, added a cover to this number, thereby increasing the size of the paper by one-fourth. We feel sure that our subscribers will appreciate this evidence of our intention to give good measure, pressed down, and running over, and will advise their friends, if any are not yet subscribers, to join the long and growing procession. We are hoping for large additions to the subscription list during the numerous meetings of the Institutes in May.

WE beg leave to call attention, in no captious spirit, but in the interests of sound teaching, to a remark which is attributed by our reporter—it may be the result of a slip of the pen, or of the necessity for great condensation on his part—to one of the speakers at the Association. Mr. Irwin, of Flesherton, is represented as "inculcating obedience to the laws of the land, in so far as they are good." We feel quite certain that Mr. Irwin did not mean to put his statement in a way which implies that the citizen is under no obligation to obey the laws of the land unless they are, in his opinion, good. It is, of course, demonstrable that the good citizen is bound to obey the laws honorably, whether they are or are not good, in his estimation. Any other principle would lead to anarchy. The only exception is, we take it, in a case of conscience. Of course, it is not only the right, but the duty of every citizen to seek the repeal of every law which he believes to be not good, though he may not disobey or evade it in the meantime.

WE hold over other interesting matter in order to give to teachers the whole of Mr. Seath's practical and valuable address unbroken. The subject is one of great importance. From whatever point of view we regard it, it is difficult to name any one school acquisition which is of greater practical value in any condition and phase of life than the ability to read with distinctness, ease, and intelligence.

It enables its possessor to minister, on a thousand occasions, to the pleasure and profit of others. In the family circle, the social gathering, and often in the public assembly, the man who can read with well-modulated voice, and with correct emphasis and inflection, becomes a benefactor to those about him. The same ability—which we hold to be, to a certain extent, necessary to the enjoyment and profit of even silent reading—opens to its possessor all the delights of literature of every kind, during his or her whole lifetime. Reading is the chief instrument by which we acquire knowledge, and have access to all the stores of thought and discovery which have come down to us through the ages. No argument can be necessary to show that it should have a foremost place on every school programme. This being the case, we think that Mr. Seath was happy in his choice of a subject, and that he has, if his words are heeded, performed a valuable service in calling attention to the very inefficient way in which this subject is dealt with in the majority of our Public and High Schools.

THE Education Department is, we believe, desirous of ascertaining the date of the foundation of each of the High Schools and Collegiate Institutes of the Province. To this end Dr. Hodgins, Historiographer of the Department, would be glad to receive any information touching the origin of any such school that may be in the possession of trustees, secretaries, or old inhabitants, in any locality. These schools have been of great service to the country, as well as to very many individuals. Many able men, whose services as principals and teachers in connection with them should be held in grateful remembrance, are long since dead, and their names are in danger of passing into oblivion. The people in each locality should take pride and pleasure in supplying Dr. Hodgins promptly with all the information they have or can get touching the origin and history of their school, and its most efficient workers in the past.