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* Editorial Notes. *

THE interesting account of the work of the Canadian Chautauqua during its last session, given us by Mr. Houston on another page, shows that an excellent beginning has been made there. It only remains for the teachers and others ambitious of self-improvement to give the promoters due encouragement, in order to secure the development of this summer school into an institution, the good influence of which may be both far-reaching and perpetual.

MR. GOLDWIN SMITH is reported as having said, in an address in connection with the annual distribution of prizes at the Toronto Church school, that "the employment of female teachers in the public schools was a 'doubtful system,' as it in many cases encouraged insubordination." If Mr. Smith really said this, which we are inclined to doubt, it would be interesting and useful to have some evidence in support of the statement. Our own impression is that on the average the discipline in classes and schools controlled by women is at least as good as that secured, other things being equal, by teachers of the other sex.

WHAT kind of literature do our school teachers read? The teachers of Chicago have recently been reprimanded, it is said, by the Superintendent on account of their low literary tastes. They are represented as devouring fiction of the most trashy and sensational kind. We have no doubt that a certain proportion of light and imaginative literature is good for the teacher as

well as for everybody else, but it should be of a high type in regard to both matter and style, and should be resorted to only as a source of mental recreation, and hence intermingled sparingly with more solid reading matter. The kind of books a young man or woman reads has very much to do with determining the present and future character and career.

THE teachers of Melbourne, Australia, have passed a resolution affirming that it is desirable there should be a pupil teacher for every thirty-five in average attendance, instead of every fifty as at present, and that the minimum salary of males be £30, maximum £70, and that the salaries of female pupil teachers be four-fifths that of males. Both the minimum and the maximum salaries proposed seem very low even for novices, and the distinction between the sexes in this matter is, to say the least, invidious and hard to defend. But the teachers are right in claiming an assistant for every thirty-five in average attendance. Canadian teachers would do well to note this, and let their voices be heard in favor of a similar reform. Nothing is clearer to our mind than that no teacher can do justice to more than thirty-five pupils, though if we are not mistaken many Canadian schools average a much larger number for each teacher.

A RECENT writer has well remarked that it is as true in regard to bodily health as it is in regard to manners and morals that that which we would have appear in the man or the woman and in the National life, must be infused as a part of the early training. During the period of school life the physical as well as the mental and moral habits become fixed. A due regard to cleanliness, to healthful exercise, to the maintenance of a proper, erect position, etc. have much to do with determining whether the adult life shall be healthy and vigorous or the opposite. The intelligent and conscientious teacher will feel his or her responsibility in regard to all such matters. Equally important are proper heating, ventilation, lighting, etc., and though these matters are not so directly under the teacher's control yet by persistently pressing any serious defects upon the attention of parents and trustees the teacher can usually bring about needed reforms.

THE subject discussed in Mr. Row's paper, which appears on another page, is one of such special interest and importance that we have given a good deal of space to it in our editorial columns. Mr. Row's resolution "that in the opinion of this Association technical grammar should be removed from the Public school curriculum, except so far as it may be taught incidentally in a thorough course of practical language training," was well discussed and carried almost unanimously. Mr. Row and Mr. Wm. Houston, M.A., were appointed a committee to prepare a syllabus of language lessons for the Public schools of the province. We may add that the words of the resolution referring to the teaching of grammar "incidentally in a thorough course of practical language-training," which we did not observe until our article had gone to the printer, may be intended perhaps to cover the method that we have advocated, leaving, after all, but little difference between Mr. Row's idea and our own. Nevertheless, the fuller discussion of the question can do no harm.

STRANGE to say, the question of the higher education of women is still under discussion in England, and there are still multitudes of fogies who cannot see any propriety or utility in university courses for women. In an article in the *Contemporary Review*, Dr. Fitch has spoken some admirable words upon the subject:

"That human beings, whether male or female, come into the world not only to 'get a living,' but to live; that the life they live depends largely on what they know and care about, upon the breadth of their intellectual sympathy, upon their love of truth, upon their power of influencing and inspiring other minds; and that for these reasons mental culture stands in just as close relation to the needs of a woman's career in the world as to that of a man,—all these are propositions which, if not self-evident, are at least seen in a clearer light by the people of our generation than by their predecessors. . . . And even though the knowledge or power, which are the product of a liberal education, may seem to have no bearing at all upon the special business or definite duties of a woman, yet if it be felt by its possessor to make life more full, more varied, more interesting and better worth living, no other justification is needed for placing the largest opportunities within her reach."

What more need be said on the subject?