

# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

Vol. I.

TORONTO, MARCH 15, 1888.

No. 21.

## The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
ADVANCEMENT OF THE TEACHING PROFESSION IN CANADA.

J. E. WELLS, M.A. Editor.  
H. HOUGH, M.A. Manager Educational Dept.

**Terms:**—One dollar and fifty cents per annum. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25 each. Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in one cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly. Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application.

Business communications should be addressed to the publishers; those relating to matter for insertion in the paper, to the editor. These distinct matters should always be treated on separate sheets of paper.

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

JAMES V. WRIGHT General Manager.

## Table of Contents.

	PAGE.
EDITORIAL NOTES.....	325
EDUCATIONAL THOUGHT.....	326
SPECIAL PAPERS—	
Our Overcrowded Profession.....	327
New Thermometer Scale.....	327
ENGLISH—	
English Literature.....	328
HINTS AND HELPS—	
Mistaken in Case.....	329
Three Qualities in the Teacher.....	329
QUESTION DRAWER.....	329
SCHOOL ROOM METHODS—	
Language Exercise.....	330
Primary Lessons Fractions.....	330
Geography and Language Combined.....	330
CORRESPONDENCE—	
Our Alphabet.....	330
EDUCATIONAL MEETINGS	
West Middlesex Teachers' Association.....	331
Lincoln County Teachers' Association.....	331
Grenville Teachers' Institute.....	331
EDITORIAL—	
What Shall the Public Schools Teach.....	332
Tonic Sol-Fa and Holt Systems of Teaching Singing.....	332
CONTRIBUTORS' DEPARTMENT—	
A Novel Proposal.....	332
Kinks.....	333
BOOK NOTICES, REVIEWS, ETC.....	334
FOR FRIDAY AFTERNOON—	
A Friday Spelling Lesson.....	334
Thanatopsis.....	334
The Boy For Me.....	334
Geometric Play.....	334
TEACHERS' MISCELLANY—	
Phenomenal.....	335
"Disturb" and "Interrupt".....	335
"And".....	335
Synonyms.....	335
EDUCATIONAL NOTES AND NEWS.....	335
LITERATURE AND SCIENCE—	
He and She.....	336

## Editorial Notes.

WE offer our sincere congratulations to the many friends of Queen's University among our readers on the success of the effort to raise the endowment fund to a quarter of a million. We are sorry to learn of Principal Grant's indisposition but trust rest and change of scene may quickly restore his health and strength.

THE discussion on how to regulate the supply is eliciting a variety of opinions. The subject is an intensely practical one and well worth discussion. All who are interested in the improvement of our school system—we haven't reached perfection yet—will do well to think about the problem. Over-supply almost surely leads to deterioration in quality as well as in price.

No doubt all our readers corned the article by "Fidelis" in last number. It contained some useful hints in regard to the relation of rhetorical criticism to poetic language and figures of speech. Those who are required to use Bain in their classes will need an occasional antidote. (No pun intended.) We hope for further favors from the ready pen of "Fidelis."

A BILL is to be introduced into the New York Legislature which is intended to make compulsory education operative. Adequate school room is to be provided; places of detention for truants built; truant officers are to be appointed to look after delinquents, and a State institution erected to which vagrants or habitual truants may be sent by magistrates. If the education thus provided is forced upon the waifs and strays, and if the training is made largely industrial in character, the legislators of the Empire State are on the right track.

A CHICAGO father offered his bookkeeper, a well-educated young man, \$25 if he could learn the school lessons set for a girl twelve years old in the time allotted her, and the bookkeeper made a failure of it. So says an exchange. If learning was understood to mean memorizing, as it too often is, we can well believe the story. The average twelve-year-old will, we dare say, perform feats of conning by rote that would be well-nigh impossible for an adult. Of course, the imposition of such tasks is a species of refined cruelty, and is not education.

It costs the city of New York \$29.80 a year to educate a child in the Grammar Schools, and

\$110 a year to maintain a criminal in the Penitentiary. So says *The Teacher*, a new monthly educational journal of promise whose second number is before us. A whole volume of political economy and social science is condensed in these eloquent figures. And yet, with a strange infatuation, our cities and States go on catching and punishing the criminals, and neglecting the waifs who are in every city under training to recruit the criminal ranks. In this, as in the sphere of physical contagion, we overlook the causes of disease and spend our money on hospitals for the diseased and cemeteries for the dead.

THE question sometimes suggests itself, in connection with the system of fire drill in use in our large public schools whether, in a case of real danger, teachers and pupils could be relied on to keep cool enough to put the machine in successful operation. The answer to the question, so far as one school is concerned, was given in the case of a recent fire in the Quincy School, Chicago. There was no sham in this case. An exchange says that there were nearly eight hundred children in the building; all were dismissed in good order by the use of the usual danger-signals, and inside of three minutes the building was entirely emptied. Only one child was injured. This exception was a boy who attempted to break through a window.

THE barbarous schoolmaster has not yet wholly disappeared from the land. A lawsuit is to result, it is said, in New York State, from the hard-heartedness of the teacher who undertook to punish a boy for some misdemeanor by compelling him to go and sit beside the girls. The boy, of course, refused, preferring the torture of the ferule or the taws. A tussle ensued, and a court of law is to assess the damages inflicted upon the bashful youth. The humiliation of such a punishment is amongst the most vivid recollections of our own early school-days, but we had supposed the master who inflicted the punishment belonged to a species long since extinct. Seriously, can it be that there still survive such blockheads among pedagogues? They are in direct defiance of Darwin's law of "survival of the fittest."

THE *American Teacher* says that a teacher asked the boys of her class what they proposed to do when they became men, and nearly half of them announced their purpose to be saloon keepers. The teacher, greatly shocked, asked "Why?" and the average answer was because the liquor dealer had the most influence in