

The Educational Journal.

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

VOL. III.

TORONTO, JULY 1, 1889.

No. 6.

The Educational Journal.

Published Semi-monthly.

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

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PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

T. G. WILSON, General Manager.

Table of Contents.

	PAGE
EDITORIAL NOTES.....	85
EDUCATIONAL THOUGHT.....	86
SPECIAL PAPER—	
Politeness in Our Schools.....	87
TEACHERS' MISCELLANY—	
Professional Recommendations.....	88
Brevity.....	88
EDUCATIONAL MEETINGS—	
West Bruce Teachers' Association.....	88
Annual Meeting of the Dufferin Teachers' Association.....	89
Norfolk Teachers' Institute.....	89
EXAMINATION PAPERS—	
University of Toronto Annual Examinations.....	90
EDITORIAL—	
Public vs. Separate Schools.....	92
The Deadly Cigarette.....	92
The Moral Aspects of Science Teaching.....	92
CONTRIBUTORS' DEPARTMENT—	
North-West Education.....	93
BOOK REVIEWS, NOTICES, ETC.....	93
MATHEMATICS—	
Correspondence.....	94
SCHOOL-ROOM METHODS—	
Reading with Junior Classes.....	95
How We Wrote Letters.....	95
In Drawing.....	95
FOR FRIDAY \ TERNOON—	
Six Little Brothers.....	96
The Old Hundred.....	96
PROVINCIAL TEACHERS' CONVENTION.....	96

Editorial Notes.

THE annual meeting of the West Bruce Teachers' Association seems to have been a particularly good one, if we may judge from the full report given in the *Kincardine Review*. The discussions were so vigorous, and contained so many good hints and suggestions, that we shall reproduce as many of them as we can in this number or the next, in our Practical Departments.

IN reply to a question asked in Question Drawer of last issue, we replied that we knew of no "Home Knowledge Association" in Toronto. We have since learned that there is a branch of this useful Association, at 114 Bay street, in this city. Full information in regard to it can no doubt be had by writing to that address.

THE two new books issued by the publishers of the JOURNAL are fast becoming favorites with the teachers. They are *Practical Problems* (700 in *Arithmetic*, and *One Hundred Lessons* (400 exercises) in *English Composition*. These are distinctively teachers' books, designed to assist by furnishing properly graded exercises in their respective subjects. Why a teacher should spend his time and waste his energies in devising problems and exercises in these subjects, when he can have books giving him all he requires for so small a figure, it would be difficult to explain. A teacher's time and efforts are too valuable for such waste. Send 25 cents to *Grip Printing & Publishing Co.*, 26 Front street west, Toronto, and get a copy of either of these books. Or, to be well furnished for exercises in these subjects, order them both.

THE vigorous discussion, in the West Bruce Teachers' Association, of the inductive method in teaching, shows how thoroughly alive many of our teachers are to the advanced educational thought and methods of the day. The views so well presented by Messrs. Yule, Powell and others, are worthy the careful attention of all who are ambitious of becoming educators, instead of mere drillers and taskmasters for children. As might be expected, some were found still to champion the old ideas and methods, such as: the memorizing of facts is the great end of history teaching; that grammar can be best taught on the old plan of committing definitions and rules before applying them, etc. But the light is spreading and we are sure that further reflection, experiment and comparison will soon

convince all those whose minds are really open to conviction that the method which makes constant demands upon the intelligence and reasoning powers of the child is the only real education.

DR. JOHNSON is credited with having said, "I would rather have the rod to be the general terror to children, to make them learn, than tell a child, 'If you do this or that, you will be more esteemed than your brothers or sisters,'" and to have argued the point as follows: "The rod produces an effect which terminates in itself. A child is afraid of being whipped, and gets his task, and there's an end on't; whereas by exciting emulation and comparisons of superiority you lay the foundation of lasting mischief—you make brothers and sisters hate each other." The gruff old philosopher may have been right or wrong in his preference of one bad motive force to another. It does not seem to have occurred to him, or in fact to many in his time, that there might be a more excellent way than either, one free from the moral objections of both methods. Is it a modern discovery that a thirst for knowledge is innate in a healthy mind, and that the child who is properly treated in early years will take to study as naturally and eagerly as to tempting fruit or athletic games? Have all our readers made the discovery for themselves?

IN the next issue of THE JOURNAL the publishers will submit the particulars of contemplated improvements in the paper. These improvements will embrace a complete new typographical outfit—commonly called "a new dress." This will certainly enhance the value of the paper in the eyes of its readers, who are all ladies and gentlemen of taste in such matters. Another addition to the attractions of THE JOURNAL will be what may be called a Primary Department, bestowing exclusive attention upon questions of special interest to teachers in the lower forms. This Department will be conducted by a lady teacher, and will prove a most important and valuable feature of next year's operations. Our readers need not fear any falling off in the vigor and interest with which the publishers have always sought to invest the paper. We trust that those who take it, and like it, will not fail to introduce it to their friends in the profession who may not now receive it. THE JOURNAL is admitted on all hands to be doing a good work for the profession, and to be a valuable help to its members. The 21st June number of *School Work and Play* was the last to be issued before the first Friday in September, as the paper is published only during the ten school months. It will reappear after the holidays, with all its pleasing features; and it is to be hoped that very few of the school children of Canada may miss enrolment among its readers. Their teachers, we are sure, will strive to bring this about.