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* Editorial Notes. *

"QUESTION DRAWER" is unavoidably held over for next number. In answer to an inquirer, we may say that the word "sixteenth" in line two, Chapter II., page 197 of the new History of England and Canada, should undoubtedly be "seventeenth."

THE Provincial Association of Public and High School Trustees of Ontario has decided to affiliate with the Educational Association. This is a wise and hopeful decision. We anticipate much good from the commingling of teachers and trustees in one deliberative body.

IN reply to a question in last number we said that we did not know a book containing notes on all the lessons in the Fifth Reader. Mr. Joseph Morgan, of Sebringville, informs us that Mr. R. Dawson issued such a book in 1887. We are not told who are the publishers, but any of the book-sellers who advertise in the JOURNAL could no doubt furnish it.

WE have received a copy of "Course of Study for the Public Schools of the County of Wentworth, Town of Dundas, and Village of Waterdown," prepared by J. H. Smith, P. S. Inspector. We have not yet found time to examine it with any thoroughness, but we have no doubt that it has cost the Inspector much labor, and will be of great service to teachers. We may, in a future number, give all the teachers who read the JOURNAL—which means, of course, all live progressive teachers—the benefit of some portions, in which the author has departed somewhat from the beaten track.

WE congratulate our friend and valued occasional contributor, Mr. William Houston, M.A., on the one hand, and the teachers of Ontario on the other, on the appointment of Mr. Houston to the position of Director of Teachers' Institutes. Mr. Houston is so well known to our readers that he needs no introduction from us. We feel sure that the profession will be the gainer by his able and suggestive talks. He is a bit of an iconoclast, and an adept in the use of the Socratic method, which is *par excellence* the educational method.

THE Manitoba Teachers' Convention has been discussing the text-book question, but has laid the matter over for future decision. The text-book question is undoubtedly a difficult and perplexing one, but if the Manitobans are wise they will maintain more freedom of choice than we have in Ontario. Above all they will do well to shun a system under which text-books are made to order like coats or boots, the effect being to do away with all inducement to competition by either educators or publishers, save such as are fortunate enough to secure the jobs of writing and printing by favor of the Department.

THE report of the committee appointed at the last meeting of the Trustees' Association to inquire into the working of the County Model Schools, recommended that the number of Model Schools in the Province be reduced to twenty-five; that such schools have a separate building or room set apart for their use, fully equipped; that pupils be drafted from the Public Schools every day for these schools, the schools being located where there is sufficient school population to furnish such pupils; that the qualification for master be raised to that of a university graduate of five years' experience in teaching, part of which must be in the Public Schools, or a first-class teachers' certificate grade "A"; that a grant of \$9,000 be divided among the Model Schools, and that the balance required for the maintenance of the schools be levied on the county or united counties forming the district; also that there be two terms in each year, of four months each. The report was adopted.

ONE of the most interesting discussions at the Provincial Trustees' Association, last

week, was touching the advisability of giving school boards the power to admit to special High School classes occasional students who may never have passed the entrance examination. The following resolution was passed: "That the boards have the power to admit to special High School classes occasional students who may never have passed the entrance examination; provided that candidates who have passed the entrance examination have precedence in the matter of admission, and that the attendance of occasional pupils be not received as part of the regular High School attendance." This is, it seems to us, decidedly a move in the right direction. The aim of the High Schools should be to encourage the largest possible number to take advantage of the opportunities they afford. Why should a boy or girl, who could with profit take the course of a given term or year, say, in English Literature, be debarred because he or she may not be quite up to an arbitrary mark in arithmetic or some other subject? Why should the High Schools be more exclusive than the Universities?

SIR EDWIN ARNOLD is said to have stated in St. Louis, that in Japan every child is taught to write with either or both hands, and "he hinted," says an exchange, "that it was not the only evidence of sound common sense he met with while in the kingdom of the Mikado." An English teacher says: "I learned to write with my left hand some years ago, in consequence of the impression created in my mind by reading the arguments of Charles Reade on the subject, and now I change my pen from hand to hand on the first impression of weariness." The suggestion is a good one. The facility with which those who are so unfortunate as to lose the use of the right hand, from accidents or other causes, learn to write with the left, shows that the art is easily acquired, and it would be a great relief to those whose business requires constant use of the pen, to be able to shift it from hand to hand. Many might be thereby saved from "writer's cramp," and kindred troubles. Should the practice become common it would, however, double the difficulty of identifying signatures and other specimens of hand-writing, for the characters made by the left hand would be in most cases quite unlike those made by the right.