

# The Educational Journal.

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## \* Editorial Notes. \*

WE are sorry that the "Question Drawer," and some other matter that we were anxious to have appear, are "crowded out" of this number.

THE teacher who rises to the height of his responsibilities will never fail to keep in view that he is training citizens for citizenship, as well as men and women for business, social and professional life. There can be no doubt that the views on social and moral questions imbibed in the school often cling to the pupil through all his future career. From this point of view we can get an enlarged perception of the importance of the teachers' work. The character of the social and civil institutions of Canada twenty-five years hence, is being in no small degree moulded in the school-rooms of Canada to-day.

A CIRCULAR card lately received informs us that Mr. H. A. Ford, No. 393 Second Ave., Detroit, Mich., will accept a few engagements this year for institute work in Michigan, Indiana and Ontario, also that Mrs. Ford hopes to resume her institute service later in the year. Mr. Ford is well and favorably known, we believe, to a good many of our Ontario teachers. We are glad to learn that Mrs. Ford has so far recovered from a long and dangerous illness as to hope shortly to resume the work in which she has been highly successful. Our thanks are due to Mr. Ford for his interesting contributions which will be found in this number.

WE devote a good deal of space in this issue to reports of Teachers' Conventions. We are obliged to condense as much as possible by leaving out details of matters of business and routine, but we could not well abbreviate further the reports of interesting addresses and discussions. The reports are all good, and our thanks are due to those who have kindly sent them, or the local newspapers from which we have condensed them. Probably we could not supply our readers with matter that would be likely to be more interesting and helpful to the great majority, than these outlines of papers and discussions by actual teachers, dealing with practical subjects. Possibly some of our younger readers may sometimes be disappointed by the variety of views expressed on different subjects, on which they would have liked to find unanimity and authoritative teaching. But the variety and even conflict of opinions are better, if they

but compel each reader to weigh carefully the *pros* and *cons*, and form his or her individual opinion.

WE are glad to be able to give our readers in this number the racy and instructive paper read by Principal Embree before the Modern Language Association at its last meeting. The tardiness in publication does not in the least detract from the value of the paper. The view it presents of the progress that has been made in the proper and appreciative study of English in our educational institutions of all grades, since the date of those remarkable University examination questions some specimens of which are quoted, is well calculated to give encouragement and inspiration. Whatever may be the fact with regard to our Universities, we are quite of the opinion—an opinion based largely upon what we see in our numerous educational exchanges—that the subject of English is now better taught in most of our Collegiate Institutes and High schools, and in some of our Public schools, than in those of either the Mother Country or the United States. We venture to predict that the fruits of this teaching cannot fail to appear in our country's literature and history during the coming years.

AMONG the various educational appliances recently introduced into the Public schools, none, perhaps, is more certain of general approval than Gardenier's Cabinet of Outline Maps and Charts. To a question concerning these maps and charts, a few weeks since, we were unable to reply, but full information on the points of inquiry will be found in our advertising columns in this number. On inspection we have been very favorably impressed with these maps, and think they will prove of great service in the school room. The series of transparent circles in the geographical and astronomical chart, showing the various phases of the moon, is a happy conception, and illustrates most of the problems so puzzling to students, far better than the ordinary globe, and at half the cost. The Physical Chart, also, with its many object lessons, conveys at a glance much important information. We advise teachers of geography classes, of all grades, to take advantage of the agent's fair offer to secure an opportunity for personal examination. Mr. Orlando Porter, 2 Toronto Street, Toronto, is general agent for the Dominion.

AT the West Middlesex Teachers' Association the following resolution expressive of appreciation of the high character of the late

Inspector Carson, sorrow for his death and sympathy with the bereaved family, was unanimously adopted, all the members of the Association present rising to their feet :

STRATHROY, May 9, 1890.

To Mrs. J. S. Carson :

We, the members of the West Middlesex Teachers' Association, desire to embrace this, our first opportunity, of expressing our most heartfelt sympathy to you and your family for the great loss you have sustained by the death of your beloved husband.

We will ever remember and appreciate his honest efforts in the noble cause in which he labored so zealously. His name will ever be associated with the educational progress of this Province, as we fully recognize that it was to his indefatigable efforts that the schools in this Inspectorate have attained their present high status, which is the noblest monument that can be erected to his memory.

By his premature removal from among us we feel that we have lost a sincere friend, a wise counsellor and a thoroughly efficient and conscientious Inspector.

In conclusion we can only commend you to Him who has promised to be a Present Help in every time of need.

Signed on behalf of the Association,

H. D. JOHNSON,  
THOS. DUNSMORE,  
WALTER CAMPBELL,  
MARY ARMSTRONG,  
MARY CLUNESS,  
TENNIE ROSE,

THE brief telegram which went the rounds of the papers a few weeks since, stating that the German Government has sent a circular to the Directors of the High schools, referring to the numerous cases of suicide amongst scholars, and urging leniency with backward boys, is very suggestive. It has called forth, no doubt, many a homily on the dangers of hard study and excessive brain-work. The truth is, we have no doubt, that it is the high-pressure examination system, and the combined cram and worry which are its products, which do the mischief. These it is which lead to violation of the physical laws, such as neglect of out-door recreations and robbery of sleep, the two prime causes of the loss of health so common, unhappily, on the part of the students. It is not the hard study which destroys health, but the undue excitement caused by competition for honors and prizes, conjoined with the violation of the commonest laws of health. Few failures are more depressing, few disappointments keener, than those of the ambitious student who has toiled beyond measure, month after month and year after year, for some coveted prize, only to find himself defeated by some one to whom nature has given a stronger memory, or tougher physical organization. It is all very well to say that this is nature's method. The question is whether it is not the duty of conscientious and thoughtful men to aim at modifying rather than intensifying natural distinctions in such matters, especially when they see the method of artificial stimulation leading to such disastrous results.