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Editorial Notes.

ANNOUNCEMENT has just been made by the council of the Johns Hopkins University that Mr. F. H. Sykes, M.A., and Mr. A. Stratton, B.A., both of Toronto, have received appointments as fellows in the graduate departments of English and Sanskrit respectively in that University. The fellowships of the Johns Hopkins carry with them an annual salary of \$500 for at least one year, without entailing duties upon the holders, and are never more than twenty in number. They represent the highest honors the University confers, and as the Johns Hopkins stands probably first among American Universities, giving post-graduate courses, these are the highest academic honors that can be gained on this continent. Our readers will join with us in congratulations to the editor of the English Department of the JOURNAL.

It would be a calamity, indeed, should anything like jealousy or bad-feeling of any kind be engendered between the public and high schools. Their work has, or should have, the same high ends in view, and their interests are identical. Inspector Reazin will pardon us for saying that in our opinion his able paper would have been more effective had it assumed throughout, as we think we may all fairly assume, that the Educational Authorities, the High School Inspectors and Masters, and the Public School Inspectors and Masters are all alike desirous of perfecting the educational system, so as to effect the greatest good of the greatest number, and that the only question is one of difference of opinion as to the best means of attaining the end. To our thinking it seems perfectly clear that the High Schools have quite as much to gain as the Public Schools from the extension and improvement of the work in the latter.

"MANY men of many minds." It must be confessed that the unanimity of opinion and method among those who favored us in the last two numbers of the JOURNAL, with notes upon the "whispering" problem, is not such as to throw any very clear light upon the subject for the benefit of the inexperienced inquirer. That is, however, but a sample of the perplexities which will meet the earnest man or woman at every turn of life. On a thousand questions which the young might suppose must have long since been definitely settled by wisdom and experience, the same diversity of opinion will be found to exist. On the whole it is better so. We should lose one of the best disciplines of life could we fall back upon fixed rules or authoritative decisions, to save us the trouble of thinking and acting for ourselves. This may seem like the kind of comfort Job's friend gave him. Nevertheless, it is the necessity of deciding for one's self, after of course getting all the light possible from every source—which develops the true strength of manhood and womanhood.

ONE thing, we confess, surprised us in connection with the discussion of the "whispering" question. We wonder why so many seem to rely upon the self-reporting system. We like to cherish the utmost possible faith in human nature, especially in child nature, compatible with facts of experience, but we are bound to express our conviction that the self-reporting plan is an unsafe, and in many cases a most harmful one. If all the pupils were carefully trained at home to be scrupulously truthful and conscientious, the case would be very different. But we have good reason for believing that the teachers who adopt this plan in the schools have often no idea of the amount of injustice and wrong to which it leads. The fact that the child's companions must know if he fails to report correctly will not prevent the evil, as there is a mistaken code of honor in schools which stamps it as "mean" for one pupil to "tell" of another's delinquencies. Our advice is not to use the self-reporting system with penalties attached, unless you are perfectly sure that you can trust the sense of honor of all your children, else you may be tempting them to be dishonest and helping them to form a habit of dishonesty.

THE changes advocated by Inspector Reazin, in respect to the classification of rural schools, etc., are worthy of serious consideration. It is certainly undesirable

that teachers of ability and experience should be constantly liable to be underbidden and supplanted by the young and inexperienced. The proposal to have the schools graded by the inspectors, and to make only teachers possessing certain specified qualifications eligible to those of the second grade, has certainly much to recommend it at sight, though we would like to have it more thoroughly discussed before committing ourselves to a positive opinion in its favor. As we now see the matter it would seem to us a retrograde step to restrict third-class certificates to the counties in which they are given. We certainly do not think that it would be either wise or fair to exclude women from the principalship of schools of the first grade, or of any grade, for we are firmly of opinion that, other things being equal, women are, to say the least, not a whit inferior to men in their ability not only to teach but to manage schools of any grade. But we should be glad to see all these important questions thoroughly discussed by inspectors and others whose opinions are entitled to weight.

LIKE other editors we do not, of course, hold ourselves responsible for the opinions of our correspondents. Our aim is to give scope for free and vigorous discussion of living educational questions, especially such as have a practical bearing upon the educational system of our country and province. We are glad therefore to put before our readers in this number the substance of the paper read by Inspector Reazin before the Inspectors' Section of the Ontario Educational Association at its last meeting. The questions with which the address deals are of great practical importance. As indicated in a recent article which was written before we had seen Inspector Reazin's paper, we are of opinion that it is very desirable that the course in our public schools should be extended so as to embrace whenever practicable the work of the fifth form, at least. It is not disputed, we believe, that as things now are, the education of a vast majority of the school population ends with the fourth form in the public schools. No educator can deem this a satisfactory educational goal. It is, to say the least, unfortunate that so broad a chasm now exists between what is practically the end of the public school course and the high schools that but a small percentage of our boys and girls are able to cross it by the Entrance Examination bridge, and that still fewer attempt to do so.