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Editorial Notes.

THE National Educational Association of the United States is to meet this year, the first week in July, in Denver, Colorado. Preparations are already being made for the vast gathering expected.

HAVE you a humane association of any kind in your school? If not, what are you doing to counteract the tendency to purposed or thoughtless cruelty which is so characteristic of many boys, and, we fear, of some girls? What are you doing to cultivate and develop the God-given sense of pity, gentleness, and tenderness to the weak and defenceless, which so refines and ennobles the child-nature? If you are doing nothing in either way, are you not neglecting one of the most vital parts of your great work of character-forming?

RECENT statistics are said to show that in the United States, as a whole, there are more boys than girls in the elementary schools, and more girls than boys in the secondary. In the public secondary schools there are nearly fifty per cent. more girls than boys, while in the private secondary schools there are nearly twenty-five per cent. more boys than girls. In the Normal Schools, there are 26,725 women and 12,412 men students. This represents the tables turned with a vengeance. We can remember when girls were not admitted to the secondary

schools of Ontario, save to a few specially constructed for them, on an easy and superficial pattern.

A GOOD deal is being said and written in these days about the newly-discovered (?) faculty, or quality, or method, or whatever it may be, of apperception. The following, for which we are indebted to the contributors' columns of an exchange, will make the subject as clear as—as—as—"anything," to the mind of many a perplexed young lad or girl, marching forward along the beaten but arduous way towards the coveted "Third." It is but "a partial truth," we are told, to say that "apperception is the reaction of the old against the new." "The essential element of apperception would seem to be this integration of one's otherwise unrelated experiences, the massing of the mental life, the interrelating and linking of parts, the converging of the virtue of all particular experiences into each, thereby enriching the whole."

IT is said that plans are being devised in Brookline, Mass., whereby parents and teachers can be brought together to consult on educational questions. Some advantages might flow from such a consultation. Parents and teachers should most certainly consult together, and that frequently. But the most effective consultations will always be found to be those in which the consulters are made up simply of the parents of a given family and one or more of their children's teachers. If the parents are sensible they will give the teacher many hints in regard to the individualities of their children, which may be of the greatest service. If the teacher is sensible, he may be of great service to the parents. The interests of both parties are the same at bottom, and, if they can get near enough together to gain one another's full confidence and sympathy, the children can hardly fail to be greatly benefited. Wise parents, especially those whose children are troublesome, should give to those children's teacher, if he or she is a true teacher, a confidence somewhat similar to that they would give to their physician, and *vice versa*.

WE should be sorry to say anything that might possibly prejudice the mind of any reader against the Boys' Brigade movement, which is now being pushed somewhat vigorously in Canada. When we note the kind of men who are enthusiastic in favor of the movement, men whom we know to be actuated by the best of motives, we are sometimes moved to pause and reconsider the ground of our objections. We advise our readers to study both sides of this, as of every other important question, and form their own conclusions. But from our knowledge of the boy nature, we cannot see any good reason to change our strong impression that the military evolutions, handling of weapons, etc., are all calculated to stimulate the imagination on the side on which it rather needs repression; and to lead him to set before him ideals which are quite out of harmony with the altruistic and philanthropic principles which lie at the base of Christ's ethical teachings. These conceptions of the influence and tendency of the Brigade methods are so well brought out in the following clever parody, clipped from an English paper, of a familiar Sunday-school hymn that we cannot refrain from giving it to our readers:

Dedicated to the Church Military. Air: "I want to be an angel."

BY M. E. BRECH.

I want to be a soldier,
And with the soldiers stand,
A cap upon my forehead,
A rifle in my hand.
I want to drill for service,
With military skill,
And master modern tactics,
The most approved, to kill.

I want to face a battle,
Where bristling sabres gleam,
And hear the wounded shrieking,
And see the life-blood stream.
I want to wear a starry coat,
And ride a prancing steed,
And write my name in history
By some heroic deed.

We'll help the Church to march in line
With this "progressive" age;
Ring out the old, ring in the new,
With fighting on the stage.
Rule out the patient Nazarene,
Rule out the Golden Rule,
And base our creeds and faith upon
The military school.

We'll file around the pulpit steps,
With spear, and sword, and gun,
And sing and shout in Sunday school,
"Fight on! fight on! fight on!"