

# The Educational Journal.

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## \* Editorial Notes. \*

THE articles in the Primary Department have been, we are glad to see, appreciated and copied largely by our exchanges during the past year. Occasionally, proper credit has not been given for these and other articles reproduced from our columns, but those, we are sure, must have been cases of oversight. The hints and helps contained in these papers have been, we cannot doubt, helpful to many teachers of primary classes, especially the young and inexperienced. Our readers will be glad to learn that "Arnold Alcott" and "Rhoda Lee" will continue their regular contributions, and that they will be reinforced by "Bebe," some of whose writings have, on previous occasions, appeared in our columns. "Bebe" will write specially for the benefit of the teachers of elementary rural schools.

OUR Public school curriculum proceeds too much on the assumption that all the boys are preparing for professional life. This is especially true of the High school programme, which is merely the preliminary work of the University. Since, as a matter of fact, few pupils ever go beyond the High school, the curriculum calls for revision to adapt it to the wants of the majority.—*Grip.*

Notwithstanding what we have elsewhere said, and are continually saying, about the right of every boy and girl to the broadest possible mental development, irrespective of the probable future work and sphere; or rather, *because* of our views on that point, we heartily endorse the above from our sprightly contemporary. We have often maintained that the High school course

should be first of all complete in itself, with the best possible adaptation to the needs of those whose school-life necessarily ends with it. Those needs, however, to our thinking, have relation to the future of the boy, not simply as a prospective mechanic, or farmer, or "plain business man," or to the future of the girl as a prospective housekeeper, but to that of each as what he or she should be, an independent, intelligent, large-minded man or woman, an influential unit in the social entity, a responsible citizen of the State. By all means, let the aim of the schools be to make men and women—not simply farmers, or mechanics, or housekeepers, or teachers.

THE article which we copy elsewhere from the *Miners' Journal*, giving the results of an experiment in the working of a Savings bank in a school, is worthy of attention. Among the good habits which go to the formation of right character few have a more direct and practical bearing upon the usefulness and happiness of life than thrift. Too often the home training not only fails to implant a right conception of the value of money, but tends in just the opposite direction. The boy who is given occasionally a few cents or dimes to be immediately spent in the toy or candy shop, and who is never entrusted with a little money of his own to be put aside, or into the Savings bank, is thereby trained to regard money as useful only as a means of immediately securing some transient gratification. It is no wonder that in after years money burns in the pockets of such until so spent. Thus the spendthrift is evolved. If all parents would commence at an early age to give their children frequent opportunities to earn something by useful labor, and would further teach them always to spend a little less than they thus earned, they would, in many cases, save both those children and themselves much misery in after life. The Savings bank plan suggests a way in which schools may be utilized to correct this error in the home training. Pains should be taken, of course, to guard against the opposite and worse evil, the formation of a miserly habit. Children should be taught to *use* their money, for good and right purposes, as well as to save it. If the Public schools could be made the means of infixing in the minds of Can-

adian children right ideas and habits in respect to the use of money, they would be thereby aiding most effectually in laying the foundations of a great and prosperous nation.

THERE is some danger in these days of carrying specialization to an extreme both in the Universities and in the teaching profession. For general educational purposes, by which we mean for symmetrical mental development, there can be no doubt that a well-balanced, all-round course is far more effective than a highly specialized one. The man or woman whose college years have been given almost exclusively to certain lines of study, whether in mathematics, classics, science or philosophy, will rarely become the broad-minded, tolerant thinker and worker the spirit of the age demands. "Save me from the man of one book!" exclaimed one who had learned wisdom in the school of experience. So society may to-day well exclaim "Save me from the man of one study, the man who knows little or nothing outside of his own special science or art, the man in whom it is impossible to awaken any genuine interest in anything outside his own narrow round of thought and research!" may we not even go further and say that it is doubtful whether such exclusive specialization is not fatal to the fullest mastery even of the one special branch? Every subject of investigation is in more or less vital contact at many points with various cognate subjects some knowledge of which is essential to any full and broad comprehension of its own underlying principles. Certain we are that the exclusive specialist cannot make the best teacher even of the branches included in his own specialty, a fact which school boards may do well to note. Every thing and every thought in this world stands in close relation to other things or thoughts and can be adequately conceived only in those relations. Moreover, the teacher's best power comes more from what he is than from what he knows, and it is a contradiction in thought to suppose that the man of one idea can have in him much breadth of mind or inspiring power. It is at least quite as essential that the teacher should know something of everything, as that he should know everything of something.