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## Editorial Notes.

WE are sorry that the limits of our space have compelled us to divide two valuable articles which are commenced in this number, viz.: Mr. McMillan's address before the Educational Association, and Miss Lawler's paper on "The Isles of Greece." Both will be concluded in next number.

WE shall have to ask the competitors for the Time-Table Prize to possess their souls in patience a little longer. The task of examining and comparing the papers is evidently proving a harder and more tedious one than was at first anticipated. The gentlemen who have so kindly undertaken this work are all busy men, and have, we suppose, found it impossible as yet, in the time at their disposal, to complete the examination as thoroughly as they wish. We feel sure that the announcement will not be much longer delayed, though we are unable to make it in this number, as we had hoped to do.

DISCUSSION is from time to time renewed with regard to the place and value of marks for proficiency and good conduct in the school. Some objections which are valid to a greater or less extent against the method in colleges and universities will scarcely apply to primary or even to public schools. The marking system appeals to the spirit of emulation and love of approbation. There are undoubtedly higher incentives to study which should be available in advanced schools, but there are likewise

far lower ones. With the majority of children it is doubtful if a better stepping-stone to higher things can be found than a judicious use of the marking system, not in any sense as a finality, but as a means to an end. The teacher must get hold of a young mind in order to lift it up, and in order to get hold of it he must come down to its own moral level.

MANY teachers seem to think that the first duty of a teacher is to govern, and that the teaching is a secondary consideration. Of course good teaching is impossible where disorder reigns. But the question is, which comes first in logical order, the governing or the teaching? Can disorder reign in the presence of good teaching? The distinction is of far greater importance than appears at first sight. The schoolmaster who sets out and continues with the idea that teaching is his business, and that just so much government is necessary as may enable him to teach most effectively, has in his hands a clue which will guide him through the labyrinth of the busiest school. On the other hand, he who sets out—as many, we fear, do—with the idea that to establish and maintain a reign of absolute quiet and order is his chief business, is likely to find his time and energies so exhausted in governing that he has little of either left for teaching.

ONE almost insuperable difficulty meets those who seek to stir up the minds of slow-going teachers, and urge them to put themselves in line with the educational progress of the day. Those for whom such counsel is specially intended, and by whom it is specially needed, are the very ones who are least likely to see what is written for their benefit. Progressive teachers who take the EDUCATIONAL JOURNAL may in many cases do good by calling the attention of others to the advantages derived from the weekly or fortnightly visits of a good paper. As to the question "What paper shall I take," let us say, "Take the best you can get." The EDUCATIONAL JOURNAL asks only "a fair field and no favor." We believe in free competition, and only ask that teachers will kindly examine for themselves, and see, before sending abroad for educational papers, whether as good, or better, may not be procurable for less money at home.

A PRIME object with the true teacher will always be to teach the pupil to think. There is a delight in the conscious exercise of power. Every one knows what a joy

the healthy child derives in the exercise of its physical powers in running, jumping, climbing, etc. There can be no doubt that nature intended that no less delight should accompany mental exertion. In fact the pleasures attendant on mental gymnastics are higher in kind, and keener in degree, than any which belong simply to bodily organization. But the difficulty too often is that the thinking faculties are left so long undeveloped that action becomes slow and painful, or that wrong ideas and methods of instruction create a distaste for vigorous mental exertion. Thus study, which should, within healthful limits, be the most delightful of exertions, comes to be associated in the youthful mind with pains and penalties. The teacher's first aim in the case of the dull child should be to stimulate the mind till effort becomes pleasurable. After this success is sure.

"HISTORY taught for examination purposes must consist of a burdensome and almost repulsive mental load of names and dates. If made human and interesting it does not serve the purpose of making marks at examinations." The foregoing sentences are from an editorial which appeared in the daily *Globe*, a week or two since. The article was in defence of the Education Department against the assaults of Dr. Ryerson and other critics in the Legislature. From the connection the extract would appear to be intended as a *resume* of a passage in the speech of the Minister of Education, in answer to the well-worn and rather flimsy charge of disloyalty in having withdrawn British History for a time from the list of subjects prescribed for the High School Entrance examination. The defence was, of course, that British History was not withdrawn from the course, but only from the subjects prescribed for examination, an arrangement which, by the way, was approved of by resolution at the recent meeting of the Ontario Educational Association. But the point to which we wish to call attention is that the sentences quoted, whether they correctly convey the Minister's meaning or not (we have been unable to find any words closely resembling them in the published reports of the speech) contain a most sweeping condemnation of the written examination system. One is at once constrained to ask why a method which is so unsuited to British History should still be considered good enough for Canadian History.