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to break and gather for themselves, instead of lazily digesting what is put into their mouths.

THE School Committee of Boston, U. S., has resolved on making a new departure in the fitting up of school-rooms by placing works of art where they will be constantly before the eyes of the pupils. The purpose is to place in every room in the schools engravings, etchings, photographs of noble buildings, paintings, casts, and other works of art. The design is to cultivate the artistic tastes of the children, by cultivating in them, in their impressible years, the perception of the beautiful in form and color, thus making ugliness hateful and a thing of beauty a joy to them through all their future lives. The idea is an excellent one. If well carried out, there can be no doubt that without any formal instruction or expenditure of time, these mute educators will have a powerful influence in elevating the thoughts, refining the tastes, and enriching the whole natures and lives of the children to whom they will thus be continually speaking.

MR. J. G. SCHURMAN, who has just been unanimously elected President of Cornell University,—a position which, in addition to the honors, carries with it, we believe, the snug little salary of \$16,000 a year,—is a Canadian. He was born in Prince Edward Island, received a part of his education at Acadia College, Nova Scotia, and after a successful career as a student in England and Germany, was for a time a Professor in Acadia University, Wolfville, and afterwards in Dalhousie University, Halifax. He has been in Ithaca, the seat of Cornell, only six years. Very rarely, indeed, has any one risen so rapidly to so high a position in the educational sphere. The case is one of many which show that Canadians know how to give a good account of themselves when brought into competition with the natives of other lands. We may as well, however, to guard against future disappointment, remind any of our readers who may be tempted by the incident to pull up stakes and migrate across the border, that there is but one Cornell, and that, as Mr. Schurman is comparatively a young man, and so far as we know in good health, the chair may not be again vacant for many years.

CONVENTIONS have been held, during the last two or three weeks, by the South York, South Hastings, Elgin, South Wellington and other Teachers' Associations. From some of these we have received no special reports. In the case of others these have been kindly furnished us. In previous years we have attempted to publish tolerably full notes of the proceedings of the various conventions, but with only partial success. In the first place, we could never succeed in securing reports of all the meetings, it being out of our power to have a special representative of the JOURNAL present at each. In the second place, we found it impossible to publish all the reports, often excellent, which were kindly sent us by the secretaries and other friends, within a reasonable time, without encroaching too largely on space which the greater number of our subscribers would, as we believe, prefer to have devoted to other matters of practical importance to all. Seeing therefore, that at best we could hope to record but very imperfectly the full history of these yearly or half-yearly meetings, and believing that, in order to be of practical use to our readers generally, it was desirable that we should give not merely a bare outline of proceedings, but somewhat full analyses of the valuable papers, addresses, and model lessons which usually constitute the most interesting part of the programmes, we have of late contented ourselves with endeavoring to secure the most useful of these exercises for publication, so far as our space will admit. As we have had no complaints or remonstrances, we assume that our patrons are satisfied with this course. Should we be mistaken in this conclusion, we shall be glad to be advised of the fact, as we can have no other interests than those of our subscribers in the matter, and our sole aim is to fill our space with the kind of material which will be of the greatest interest and usefulness to the largest number. Meanwhile those secretaries and others who have sent us reports will please accept our very sincere thanks for their kindness. We must not forget to add that we shall always esteem it a favor to have our attention called to articles of special practical merit presented at any of these meetings, and shall do our best to give our whole constituency the benefit of them.

* Editorial Notes. *

IN connection with the question of reports of teachers' meetings, touched upon in another paragraph, we should like to say that we propose to recommence the publication in each number of the column of Educational News Notes, which has been crowded out for some time past. We shall therefore be thankful for very brief news items of general interest, relating not only to teachers' meetings, but to educational affairs all over the country. Please let us have a good supply of such items by postal card.

"THERE is no doubt," says *The Lady*, an English journal, "that oral teaching—that is, roughly speaking, the power to break a given subject up into suitable divisions, to analyze its more important parts, and to present the whole in an intelligible and conveniently to-be-remembered form to a certain number of scholars—is far better understood and practised by our elementary teachers than by any other class who gain their living by tuition." It is very likely that *The Lady* is correct in the high estimate it places upon the teaching ability of elementary teachers. What strikes us as note-worthy is the definition given of "oral teaching." English educators, in common with many in America, are slow in freeing themselves from the notion that teaching is a process of feeding, and that the work of the teacher is to break up certain chunks of knowledge into crumbs, to be transferred, in bird fashion, to the beaks and crops of the hungry learners. Some day the principle will be fully understood that the teacher's duty is rather to train the young