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TORONTO, JUNE 24, 1886.

WITH the thoughts of our teachers largely taken up with, not only approaching examinations, but also with approaching holidays, the publishers of the EDUCATIONAL WEEKLY have deemed it advisable to discontinue the issuance of the paper for the short period of two weeks. Our next number, therefore, will not be published till July 15th, which number will be the first of our fourth volume.

ON Thursday last, the 17th inst., the Toronto Musical Festival, of which the Province has heard so much, came to an end. It was by no means an uninteresting performance, and especially to those taking an interest in education in Canada. On this occasion some thirteen hundred school children performed the part of the chorus. One hundred and fifty-five of these came from the Separate Schools of Toronto, the remainder from the Public

Schools. They had been trained by Messrs. Torrington, Schuch, and Perrin.

The task undertaken by these gentlemen was a difficult one. Thirteen hundred children—boys and girls—is a large number to keep under control, to say nothing of the difficulties involved in the purely technical details. The former was fairly well accomplished, not more, we think, can be said. The latter, too, was open to criticism.

The songs sung by the children were simple and short. They were:—"Hark to the Rolling Drum;" "So Merrily Over the Ocean Spray;" "Canada: a National Song;" "Action Song;" "Swiftly Winging;" and "God Save the Queen."

On the whole, both the children and their trainers deserve praise. It was the first time the former had ever joined in any such performance; it was probably the first time the latter had had so large a body of young performers under their care. Still we must confess that the results might have been better. The Canadian daily papers, we know, have extolled the Festival as a most brilliant success. But that there are some who have been cautious in their praise is seen from the criticisms passed by the *Buffalo Courier*, although one-third of the orchestra came from its town.

To return to the subject of the school children's chorus. The spiritedness of "Hark to the Rolling Drum"—for there was a fairly successful attempt at a vigorous rendering—was much marred by the want of harmony in time between the children and the orchestra. Sometimes the one, sometimes the other lagged appreciably. "So merrily Over the Ocean Spray" was better. The *staccato*, *pianissimo* and *glissando* were not at all badly attended to. Of "Canada, a National Song" nothing need be said, for neither in words nor in music is it an extraordinarily high species of music. The "Action Song," although it apparently pleased many, was in our eyes, highly graceless. In what lay the artistic effect of the gesticulations performed we failed to discover.

Of course, Toronto may congratulate herself on having been able to carry out on so large a scale so pretentious and laudable a project. And that she has congratulated herself is very evident. But the best way to do better next time—for that there will be a "next time" we, one and all of us, hope—is not to be blind to our faults this time.

In the House Committee on Education, Mr. Miller of Texas has introduced a substitute for the Blair Educational bill. It appropriates \$8,000,000 annually for ten years to be distributed among the states and territories according to the ratio of illiteracy as established by the census of 1880, the money to be expended in the maintenance of public schools under the state laws. In states in which separate schools are maintained for white and colored children, the bill provides that the money shall be apportioned between white and colored schools in the proportion that the total number of children of each race of school age bears to the total number of children of school age in the state as shown by the scholastic census.

WE recommend the following remarks of Supt. J. W. Dowd, to the considerations of our readers:—Praise is somewhat like the greenback,—in order to keep it at its par value, there should never be an over-issue. And when praise degenerates into mere flattery, those who use it are guilty of counterfeiting. To praise a bad pupil into good behaviour is a very difficult performance. Pupils may be so fed with praise as to come to look at it as their right, as a part of their daily bread, which, when they do not receive, they become sullen and discontented. When praise is accepted occasionally, and in the right spirit, it does good. When it is demanded as a right, not in words but by acts, it is not deserved and should not be given. If the teacher should be sparing in words of praise, much more should he be sparing in words of blame. A pupil cannot be lifted into better behaviour by continual fault-finding.