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* Editorial Notes. *

THIS number of the JOURNAL will reach our readers as they are about bidding farewell to the school-room for a time and entering upon the rest which has no doubt been well earned by the great majority. We shall for once generously forego our editorial privilege of tendering a heap of good advice. We forbear to tell each one just what he must and must not do during the holidays. We shall content ourselves with saying that if they individually enjoy and profit by the few weeks rest as much as we sincerely wish they may, they will have better and more profitable weeks than they have ever known before, and will return to their schools so rejuvenated in mind and body that the fresh impulses and inspirations received will carry them through the whole coming year on the crest of a wave of lofty and genuine enthusiasm. Meanwhile they shall have one more visit from the EDUCATIONAL JOURNAL before it takes its little August rest. Will you not, each and all, speak a good word for it, as you have opportunity?

"A Young Teacher" offers a suggestion which it may not be amiss for us to pass on to others. It is, in brief, that some competent person or persons might do well for themselves and confer a boon upon many teachers and students who cannot otherwise get the help they need, by establishing a summer school for giving instruction in "Drill." There can be no doubt that a system of physical drill, which so far as we can see might be kept quite free from the

objectionable military features to which we feel bound to take exception, may be made very useful to teachers as well as to pupils in the public schools. A few weeks of training under a competent instructor would enable teachers who may never have had any instruction of the kind, to conduct such exercises much more efficiently and with much more satisfaction and confidence in their schools. So far as we can see the suggestion is quite feasible, and it is not unlikely that some one may be disposed to try the experiment. Why should not provision be made for it in connection with some of the summer schools of elocution? Provision should, of course, be made for both sexes, either by so modifying the drill as to make it as suitable for girls as for boys, or, if this is thought impracticable, by combining with it an equally complete training in Calisthenics.

DISCIPLINE AND ENTHUSIASM.

THE student of Educational history during the last thirty or forty years discovers many remarkable changes in the prevalent opinions in regard to the aim as well as the subjects of preparatory and intermediate education. Dr. Dwight, writing a year or two since concerning the ideas and methods which prevailed in the days of his boyhood, said that in those days the thought of teachers and of parents was almost wholly of those studies by means of which the youth could be fitted for entrance upon the college course. Those studies were, in a word, the classics and the mathematics. From five to seven years were thought not too much to be given to these, and in pursuit of them what was called "mental discipline" was the thing especially insisted on. Everything which was thought not especially conducive to this end was lightly esteemed. "The wrestling with intricate problems, or the struggle with the construction of sentences in their minutest shades of difference, was looked upon as the one true work of the student."

The educators of that time, as many of us can verify from recollection of our own experiences, taught their pupils to realize the great truth that "intellectual strength is better than mere acquisitions." But this great truth was, after all, as we are now

coming to see, only a half-truth. The complementary half, that which is needed to make up the rounded, symmetrical whole, is enthusiasm. Enthusiasm as an end in education is no less indispensable to the highest success than discipline. The student in whose training enthusiasm has been sacrificed on the altar of discipline may be a manly and vigorous worker, but he can hardly be a joyous one. Duty is a grand incentive to effort, but love brings a still higher inspiration.

How is this enthusiasm to be begotten and developed? The answer is, in substance, by a proper choice and arrangement of studies. Dr. Dwight went back to the beginning of the secondary school life, which he fixed at the age of eleven or twelve. We should be inclined to go back much farther, but let that pass. He thinks that the study of language may be most hopefully and successfully begun in these earlier years. Everyone, at least every parent and teacher, knows how easily and joyously the child at that age lays hold of forms and words and constructions, which are by the man only gained by toil and weariness. Dr. Dwight means, of course, the genuine study of language itself, and for its own sake, not of and for its genitives and datives. He means that if rational and natural methods are followed, other modern languages may be learned in childhood and youth, just as the mother-tongue is learned. The children of our households to-day may gain the same thing that we gained at five and twenty, and far more than we gained, at ten or twelve; and the progress is like the joyful song of their childhood, when they are led along the rational method. They grow up into French or German, as it were, as they grow up into English, and talk, and read, and sing in these languages just as they do in their own."

Discipline and enthusiasm, these are the key words. The boy, and, let us add all through, the girl, should not only learn how to study but should gain enthusiasm from the beginning. Our fathers knew how to impart the discipline. It is for this generation to give the enthusiasm. Enthusiasm, guided and controlled by knowledge, is "the true life of a living man, alive with the spiritual forces. Everything else is in sleep, or is dead."