

# The Educational Journal.

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## The Educational Journal.

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### Table of Contents.

EDITORIAL NOTES.....	69
CURRENT THOUGHT.....	70
SPECIAL PAPERS—	
The Socratic Method, by J. G. Fitch, M.A., LL.D.....	71
A Dangerous Tendency, by Prof. Huxley.....	71
NOTES ON III. CLASS LITERATURE.....	72
NOTES ON ENTRANCE LITERATURE.....	72
SCHOOL-ROOM METHODS—	
Points in Penmanship.....	73
Model Lesson.....	73
Language Exercise.....	73
A Teacher's Talk.....	73
EXAMINATION PAPERS—	
Drawing.....	74
FOR FRIDAY AFTERNOON.....	75
HINTS AND HELPS—	
The Objects of Class Questioning.....	75
Politeness to Pupils.....	75
Some More Donts'.....	75
EDITORIAL—	
Moral Training in the Schools.....	76
School-Boy Ideals.....	77
CONTRIBUTORS' DEPARTMENT—	
The Ideal School-Room.....	77
ENGLISH TEXTS, QUERRIES AND NOTES.....	78
QUESTION DRAWER.....	78
TEACHERS' MEETINGS—	
North Huron Institute.....	79
East Lambton Association.....	79
East Bruce Association.....	79
EDUCATIONAL NOTES AND NEWS.....	80
BOOK REVIEWS, NOTICES, ETC.....	81
CORRESPONDENCE.....	
Correction.....	81

### Editorial Notes.

THE Questions on drawing to which we alluded two weeks ago will be found in this issue. They were crowded out of last number.

TEACHERS will, we doubt not, appreciate and profit by our "Mathematical Column." We hope soon to complete arrangements for an "English Column," under the management of a practical educator, equally competent in that department.

WE call the attention of our subscribers to the dates on their address labels. By reference to these every one may know just where he stands. These dates have been arranged according to the rules laid down in the Italic notice at the head of editorial column. Will each one kindly see for himself if he has received the correct credit? Those who find themselves in arrears will confer a favor by remitting without delay.

THE New Brunswick *Journal of Education* has completed its first volume, and is now to be merged into the *Educational Review*, to be published monthly in the interests of the teachers of the Maritime Provinces. The *Journal*, though small, has been conducted with judgment and ability, and has, we doubt not, done a good pioneer work. Its more ambitious successor has our best wishes.

THE London *Advertiser* says that the report of the two representatives of the London Board of Education at the preliminary meeting of trustees, found fault with the way in which the school laws of the province were framed, on the ground that "the Teachers' Association had too much to say about their substance." Well! well! This is indeed an original and startling view of the situation.

WE have received a copy of the report of the Superintendent of Public Instruction for the Province of Quebec. It is a volume of some 350 pages, and affords full information on all points relating to the public school system of the sister province. We shall collect some of the statistics for future use. We note that the Hon. Gédéon Ouimet, the superintendent, strongly recommends the formation of Teachers' Institutes. He also favors yearly meetings of the inspector for mutual conference and comparison of notes.

"A SCHOOL teacher in the neighborhood of Sarnia has been bound over to appear at the June Assizes for giving a refractory boy five strokes with a pointer and forty-two lashes with the taws."

WE clip the above from one of the dailies. We have no knowledge of parties or particulars, and can say nothing as to the facts of the case. But is it not this everlasting use of the cane and the taws which has done, and is doing, more than almost anything else, to degrade the work of the public school teacher below its proper professional rank? Surely there is a more excellent way. Have not hundreds of our readers found it?

WE confess ourselves at a loss to understand on what principle the association of school trustees just organized acted in excluding the members of separate school boards from membership. We can conceive of no possible harm that could have resulted to the organization from their presence, while we can easily conceive of material advantage to the cause of public education, which all trustees are supposed to have alike at heart, from their taking a part in the deliberations. It is unfortunate that one of the first acts of the assembled trustees should seem to savor of prejudice, or intolerance. We hope it is not a bad omen.

THE Cincinnati school board have made a bold innovation, by abolishing the yearly written examinations as a test of the scholarship of pupils in the public schools. This action was taken upon the recommendation of the city superintendent, Dr. E. E. White. The main feature of the plan adopted as a substitute consists of monthly estimates made by the teacher of the pupil's work for the month "without the daily marking of pupils and without the use of monthly or other stated examinations for this special purpose." Written and oral tests are used from time to time to aid the teacher in forming this monthly estimate. At a meeting of the principals of the schools of Louisville a resolution was adopted heartily approving of the action of the Cincinnati board, and requesting that of Louisville to follow suit.

THE extract in another column from Prof. Huxley's after-dinner speech calls attention to a real difficulty and danger in modern education. The tendency of minute sub-division of work in scientific as in mechanical spheres must inevitably be towards narrowness. The sole condition of success—concentration of power upon a single point within the ever-widening circle of investigation—must be fatal to breadth, and to