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* Editorial Notes. *

OWING to some unavoidable cause, we do not doubt—for the Editor of the Mathematical Department is a model of punctuality, as well as of other mathematical virtues—the mathematical "copy" reached us too late for this number. We regret the fact, for we know well that to many of our readers this will be a serious disappointment. There will, however, be no real loss for the valuable article which we have now received will appear in next number, without prejudice to the claims of that which will be due December 1st.

STATE Superintendent Luce, of Maine, says the free text-book law has increased the attendance of the Public schools. His idea is that the greatest benefit is derived in cases where children have progressed a certain distance in the schools, and been obliged to step out because their parents do not have the money to purchase books, which increase in cost the farther the pupil advances. Now the books are free and the scholar can continue attendance until the education is completed, if the cost of text-books is the only consideration.

FROM his card in another column it will be seen that Mr. Richard Lewis, the well-known elocutionist, has so far recovered his health that he proposes to again give lessons and addresses in connection with Teachers' Institutes. Mr. Lewis's qualifications for this work are so well known that he needs no commendation from us. He has, moreover, ample and most satisfactory testimonials from many prominent educa-

tors, including Dr. McLellan and others well-known to Ontario teachers. We shall be glad to hear of his visiting a large number of Institutes.

TEACHERS of every grade will, we feel sure, thank Inspector Hughes for permitting us to give them in this number his able and highly suggestive address on "The Relation between Control and Spontaneity." Should the title sound a little metaphysical to any of our readers, we hope that will not deter them from a careful and thoughtful study—a mere hasty perusal of such a paper is not sufficient—of the article. The subject is one which goes to the very root of the vital question of discipline, or training, which is one of the most potent factors in all education, intellectual and moral, in the home and in the school.

ONE of our American exchanges recommends, in answer to a correspondent, the omission of the hyphen from the words to-day, to-night, etc., and it seems that the omission has become quite common in the daily press. We do not see any particular objection to the innovation in such cases, but we often wish that it were possible to have some law, or at least uniformity in regard to the use of the hyphen. This little character is an admirable time-saver and aid to expression when rightly used, after the German fashion, in word-combinations, but the usage even of good writers in regard to its use or omission is now perplexing, uncertain and variable.

REV. EDWARD F. WILSON, English Church Missionary among the North-West Indians, has recently been making a short tour of some of the Indian reserves. He reports that the idea of having their children educated in an institution has gained quite a hold upon the Indian mind, insomuch that he was literally besieged by Indian parents asking to have their children admitted to the Church of England homes at Sault Ste. Marie, and was obliged to refuse more than half of those who applied. This is an interesting sign of the times. It is a pity that so little interest, comparatively, is taken by the Churches and people of the Dominion generally, in the education and civilization of the North-West Indians, many of whom seem ready to respond to such efforts.

ONE feature of the Waterloo Teachers' Institute was a lecture by Principal Grant, on the subject, "A Canadian Statesman and a Man of Letters." The late Joseph Howe, of Nova Scotia, was the man meant. He no doubt merited the title, but we think Principal Grant must have been mis-reported as saying that he "was the only man who had a right to the title." The idea of securing such lectures from such men as Principal Grant, in connection with the Institutes, is a good one. The lecture in this case was not only instructive in connection with its main theme, but had interspersed throughout hints and opinions on educational subjects. Most of these were unquestionably good. One or two we had mentally marked for dissent, but want of space now forbids.

THE article by Mr. Turnock, in *The Week*, which we republished in the number dated October 1st., has elicited a good deal of discussion. One Winnipeg periodical has a pretentious article on the lines of the theory that the "culture" demanded in the teacher is the product of generations, and can be had only as transmitted from parents and grand-parents who were possessed of the true thing—a condition which, by the way, would exclude a good many of those who constitute the "aristocracy," or "upper classes," even in old countries like England. Out upon such notions! Much more to the point and much nearer the truth is the following from the *Regina Leader*:

"Culture is not a thing to be looked on as somewhat of a luxury, something unattainable except by leisured and monied classes. It is available to all. It does not require vast libraries, years of academic study, or the studied pedantries and sophistries of the Elizabethan age. It requires nothing more than a little careful thought, a little careful reading, a natural love for what is honorable, true and beautiful, a desire to improve and the strength of will to carry out the desired improvement."

Of course it would be folly to underestimate the very great advantage which is enjoyed by those who have been brought up in homes in which good English was spoken and in an environment of social culture and refinement. The mistake would be in supposing that the lack of these advantages in early days cannot be, in a large measure, supplied by persistent effort in later years.