

# The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

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## The Educational Journal.

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### Editorial Notes.

Will our exchanges please note that the Educational Journal consolidates the *Educational Weekly* and the *Canada School Journal* that were. We are still receiving two copies of several exchanges, of which one is, of course, wasted.

The students of the Toronto Normal School desire through our columns to express their sincere thanks to Mr. David Boyle, 353 Yonge St., Toronto, for kindness shewn them in many ways, which contributed to make their term in Toronto both pleasant and profitable.

The annual circular of the Ontario Business College is a neat pamphlet of about fifty pages. This College was founded in 1868. The present circular is that of its eighteenth year and contains full information in regard to the staff of instructors, the course of instruction, and the methods and aims of this well-established Belleville institution.

We are glad to be able to give our readers in this issue a larger amount than usual of practical matter from Canadian sources. We wish to make such papers a special feature of the Journal. To this end we invite the co-operation of our patrons. We note that at many of the Institutes excellent model lessons, and outlines of methods of teaching specified subjects, are presented. If the authors of these exercises would prepare brief and clear synopses for our columns, they might thereby become helpers to their fellow-workers all over the Dominion.

We have received the first number of *The Educational Review*, a neat and attractive monthly journal of twenty-four pages. It is issued from the office of Barnes & Co., St. John, N.B., and is intended to meet the wants of educationists in the Atlantic Provinces of Canada. The editors are A. H. McKay, B.A., B.S., for Nova Scotia; G. W. Hay, Ph.B., for New Brunswick; and Principal Anderson for Prince Edward Island—gentlemen whose combined names afford ample guarantee for the excellence of the magazine. We welcome this promising addition to the ranks of educational journals, and wish it and its enterprising publishers every success.

An exchange well says, "In matters of discipline delay in action is sometimes wise. New facts, new reasons, qualifying explanations, may come to light, which will change the conclusions reached. Sometimes the very obstinate pupil will strangely come to his better self and grace-

fully yield; sometimes the suspected person is cleared of all connection with the disobedience." In any case, the discipline which is slow but sure is tenfold more effective than that which is swift but uncertain. Quietness and deliberation suggest reserved power. It is the man who is afraid of himself, and distrusts his own resources, who becomes excited and over-hasty, and boys and girls are quick to find this out.

The Jubilee reminiscences of some of the older Canadian settlers will suggest, no doubt, many curious contrasts between the school systems of Canada in 1837 and those of to-day. Speaking, we presume, of "Little York" that was, the *Mail* tells us that in the schools a fee of \$1 a quarter was charged per child, but where there were more than two children in one family attending the same school, the third and following children were entitled to a free education. The dwellers of this locality must have been, it strikes us, exceptionally fortunate, if they could have their children educated on so favorable terms fifty years ago. Not half that time has elapsed since in some parts of Canada at least the school fees amounted to several times that amount per quarter.

Any parent who fosters either in himself or his child the desire to shine, instead of the desire to be, to do, is catering to one of the lowest motives that moves the human heart, and one that produces in its train selfishness or superficiality, or both.—*The Christian Union*.

The remark is as true in regard to teachers as to parents. The former have it in their power to foster or to counteract the baneful tendency indicated almost equally with the latter. We have known teachers, widely esteemed as good men and true, who thought it no shame to wink very hard while their subordinates were drilling pupils in problems and answers for the coming public examinations, to be answered *impromptu*, of course. What a training was that for the future citizen! But that was years ago. The teachers of to-day have, let us hope, higher views of truth and duty. "STRIVE TO BE—NOT TO SEEM," is a motto worthy to be printed in letters of gold upon the walls of every school-room.

We are persuaded that there is a vast waste of time in our public schools, arising mainly from the unwieldy size of too many of the classes. Does any intelligent master doubt that many a clever boy and girl might make more real progress in one year, under the direction of a skilful and enthusiastic teacher who had but a half dozen or so under his charge, than is now made in two or three years of the public school