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The Canada School Journal.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction in Quebec.

Recommended by the Chief Supt. of Education for New Brunswick.

Recommended by the Chief Supt. of Education, British Columbia.

TORONTO, JUNE, 1878.

VOLUME TWO.

The present number of the JOURNAL is the first of the second year of its existence. At the suggestion of some prominent educators in different parts of Ontario, the publishers decided one year ago to undertake to issue, what was universally acknowledged to be a necessity, a live journal devoted exclusively to educational matters. Believing that one of the Provinces of the Dominion was not sufficient to support such a paper as they desired to publish, the publishers endeavored to make the JOURNAL truly Canadian in its character. They aimed to secure this end in the selection of its name, and by appointing a special editor for each of the Provinces of the Dominion.

The success which has followed their efforts has far exceeded their most sanguine hopes. On the appearance of the first number the *Journal of Education*, and the *Home Companion and Canadian Teacher*, the two educational papers of Ontario, voluntarily retired in favor of the JOURNAL. In every Province of the Dominion it has been warmly commended by the highest educational authorities, and has received large subscription lists. In the city of St. John, N.B., alone, it has over seventy subscribers. Subscriptions have also been received from most of the States of the American Union. The publishers tender their most sincere thanks to the Public School Inspectors, High School Masters, Model School Masters and teachers, who have taken so kindly an interest in extending its circulation. They also desire to acknowledge the many valuable suggestions, which they have received in regard to the method of conducting the JOURNAL so as to render it most useful to teachers, trustees, and others interested in educational matters. It is their intention to spare no pains to secure a continuance of the gradual improvement which has characterized the JOURNAL during the past year. The experience of the year has not been lost, and it is with the fullest confidence that they assert, that in every department they intend to advance. The JOURNAL increased in size from twelve to eighteen pages during the first year of its existence.

The current year begins with a number containing twenty pages of reading matter, and the prospect is that it will be still further enlarged. It is the desire of the publishers to devote a larger amount of space to local news, personals, &c.; and they extend a cordial invitation to all to send them any items of interest in connection with school matters in their various localities.

PSYCHOLOGY IN NORMAL SCHOOLS.

A man must pass through a long and difficult course of study, and obtain a certain legal standing, before he is allowed to practise medicine. If he attempts to do so without obtaining his degree he is named and treated as a *quack*. In his course he has to take several departments of study which may be summed up under three heads: (1.) The human body, the thing to be dealt with; (2.) The medicines to be given in practice; and (3.) The practice of medicine, or the method of using those substances as medicines, with which his chemistry and botany have made him familiar. He has to study the thing to be cured or kept in a healthy condition, the things with which these ends may be secured, and the method of using these so as to produce the desired effect.

A good druggist understands the last two departments of the work, both theoretically and practically, much better than physicians generally do or are expected to do, yet if the most experienced druggist in Ontario were to advertise himself as a physician he would legally and socially be regarded as a *quack*. If a parent describes the symptoms of his sick child to a druggist, even the best in the country, or if he takes the child to the druggist for examination, and the druggist prescribes for the child, he may be prosecuted for practising without a degree. Children have minds as well as bodies, but while the common sense of society and the law of our country are careful in insisting that he who deals with the body must have a knowledge of the body itself, neither society nor the law in this country have yet demanded a similar acquaintance with his subject from the person who practises on the mind. Up till a recent period the teacher only needed to be acquainted with one of the three departments of study corresponding to those required for a physician's degree. He simply needed to understand what he was going to teach, and was not asked to take any course of training to show him how best to communicate to others the knowledge he had acquired, or to study in the slightest degree the nature of the objects with which he had to deal. The Minister of Education has added another department to the work of the teacher. He has now to study method as well as matter; he must pass his professional as well as his non-professional examination before receiving a certificate of his ability to teach. But even with all that is now required of him he is simply a *druggist*; he understands his medicines and how to use them to a certain extent. The medical student, however, does not study medicines or the practice of medicine until he knows something of anatomy, physiology, &c. He could not do so intelligently. Neither can the teacher intelligently study methods of teaching without some knowledge of the mind and the leading laws