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## Editorial Notes.

COL. F. W. PARKER is nothing if not emphatic. Speaking at the World's Fair Congress of the relation of Geography to History, he said: "The so-called Geography taught in the schools, is a conglomerated mass and mess of disconnected and doubtful facts, with little unity and of little practical use." This is over-doing the denunciation. There are yet many schools, no doubt, in both the United States and Canada in which much time is worse than wasted in abortive attempts to teach Geography by the old rote methods. But there are, we believe, many other schools in both countries in which Geography, in its relation not only to History, but to other subjects of human interest, is taught intelligently and successfully.

OWING, we presume, to the pressure of vacation engagements, the copy for one or two of the departments of the JOURNAL has not reached us in time for this number. The paper will, nevertheless, be found full of matter useful to teachers. The commencement of the school year, like that of the natural year, is an appropriate time for good resolutions, and we, in common no doubt with many of our readers, have formed many such in connection with the JOURNAL. Our aim and ambition are to make it still more helpful to teachers of every grade. To this end we hope and intend not only to keep it in every respect up to the old mark, but to introduce some new and useful practical features. We have not left ourselves space to particu-

larize. Suffice it for the present to say that we mean to keep the EDUCATIONAL JOURNAL in the very front rank of educational periodicals—a position which we may, we trust without presumption, assume that it already occupies.

WE republish elsewhere a paper read a few weeks since before the Hamilton Teachers' Institute by Mr. J. B. Turner, B. A. The subject, "Science in Public Schools," is one of present interest, as many are realizing the necessity of giving the children in our public schools the benefit of more of this kind of training. Mr. Turner rightly holds, we think, that the best educational can be combined with the best practical results, and that Botany is the subject best adapted on the whole to effect both classes of results. His objections to Zoology as a school study are well taken, though we may, perhaps, suggest that a good deal of training and instruction might be derived from observation of the structure and habits of insects, birds, etc., in connection with the gathering of botanical specimens, and without the manipulations to which Mr. Turner very properly objects. The study of living creatures of all kinds, in the enjoyment of their native freedom, when the habit is once formed, becomes an ever-present source of pleasure and profit in all the after life.

WE were unable to attend the Educational Congress which was held in July in connection with the World's Fair, though we were honored with an invitation to prepare a paper on "Present Ideals in Educational Journalism," from a Canadian point of view. Through the kindness of a friend who was present at the Congress we have before us the voluminous reports which were given from day to day in the *Chicago Herald*, but, alas! they serve only to cause us to feel a kind of difficulty in our journalistic business from which we have never suffered in financial affairs. They create, in short, an embarrassment of riches. There is an utter want of proportion between the space which we could make available for an account of the proceedings, and the material supplied in the fifteen or twenty closely printed newspaper columns. We are therefore obliged to forego attempting a synopsis of proceedings and must content ourselves with reproducing from time to time some of the

most sententious sayings of the wise educators from all parts of the world who came together at Chicago to compare notes of progress. We are not sure that in this way we may not, as space and opportunity permit, be able to give our readers what may be more useful than any dry chronicle of proceedings.

MR. I. M. LEVAN, B. A., Principal of the Owen Sound Collegiate Institute, has been appointed to the Vice-Principalship of the School of Pedagogy. Mr. Levan, as we understand, well qualified for this important position. During his University course he obtained honors in both Classics and Moderns, and he holds Departmental Specialist's Certificates in Classics, English, and French and German. As a teacher he has been markedly successful, many of his pupils having obtained University honors in Classics and Moderns. That he is an able organizer and manager his successful administration of the St. Marys and Owen Sound Collegiate Institutes is ample proof, and his personal popularity has been shown by his selection for important educational positions by his fellow teachers. The new Vice-Principal brings to the discharge of his duties youth, energy and ability; and the profession generally will, no doubt, regard his appointment as an eminently fit and proper one.

THE settlement of the Behring Sea difficulty by arbitration is likely to take its place in history as an event of considerable importance. As effecting a peaceful settlement of a question which was becoming dangerous and might have led to serious consequences, the decision is important. As another instance of the triumph of the principle of international arbitration, and an object lesson for all nations, it is, we are disposed to think, of still greater value. It is difficult to believe that these two great Anglo-Saxon and Christian nations, after having repeatedly settled burning disputes by this peaceful method, can ever resort to the savagery of "horrid war." The event is one which may well form the subject of a talk with pupils. The cause of the dispute is so simple and the results and regulations reached so easily understood, that they may easily be brought within the comprehension of all but the youngest children. The habits and uses of the seal itself also afford an interesting theme for conversation or composition writing,