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Editorial Notes.

A CORRESPONDENT, in a private note, says: "I am well pleased with your paper, and appreciate the improvement in last copy. I wish, however, that more teachers would give practical hints, as the paper should be, I think, more 'an exchange of thoughts' than many of us are making it." We heartily endorse this opinion. Nothing would please us better, or help us more, than a ready compliance with this suggestion by our friends in the profession.

WE are very glad to be able to give our readers the colored cover again in this number. This feature, which we hope to continue permanently, means, it will be observed, three additional pages of educational or literary matter every issue, besides the portrait or other fine picture in each number. We thus virtually increase the size of THE JOURNAL by one-fourth. Will not every old subscriber do his best between the present date and the first issue after the holidays—September 1st—to add one-fourth to our list of subscribers?

IN the Primary Department of THE JOURNAL of April 15th, the wish was expressed that someone would give us some account of the process of making maple sugar. In response to this wish Mr. J. Harold Putnam, of the Ottawa Normal School, very kindly gave us an interesting article on the subject, which appeared in the number for May 15. This pleasant description of what actually took place on one farm was, we are sure, read or listened to with both pleasure and profit, not only by multitudes of children, but by many of larger growth, who no doubt were glad to be let into the mysteries connected with the manufacture of this sweet luxury.

THE truly astounding result of the experiment described by Mr. Seymour C. Cooper, in his note in another column, should prompt other teachers to try the same experiment with their pupils. It

would add to the value of the facts elicited if the ages of the children who are found unable to distinguish colors, and the ratio of the number so deficient to the whole number examined, were carefully noted. We are disposed to agree with Mr. Cooper in believing that the defect is probably due, in most cases, to the lack of eye-training, or to want of training in the use of the distinctive names, rather than to native color-blindness. But, in either case, it is important to know, and we should be glad if other teachers would give us the results of similar observations in their schools.

IN the last two numbers we have had much pleasure in presenting to our readers portraits of the well-known features of the Minister of Education and of the Principal of the School of Pedagogy, respectively. We have equal pleasure in setting before them, in this number, the features, probably less familiar as yet to some, of the Deputy Minister. By a coincidence, we have just received, too late for detailed examination before going to press, Mr. Millar's new book, "School Management." It is a handsome volume of nearly three hundred pages, dealing in a clear and practical manner with such themes as the function of the school, physical, intellectual, and moral development of pupils, discipline, and many other questions of prime importance to every teacher. We notice that it also includes, as an appendix, the Public School Act, as amended at the late session of the Legislature.

THE little incident given us by Mr. J. H. Putnam, in our correspondence columns, is quite suggestive in regard to the way in which the child acquires its vocabulary. We thank him for sending it. No doubt many of our readers could send us similar interesting incidents out of the stores of their own observation and experience. We should be glad if they would freely do so. They might thus furnish material for a new and instructive chapter in child-study, as well as in language-study. An incident came under our own notice the

other day, illustrative of the tendency of the child-mind to substitute definite for unknown numbers. A four-year-old takes great interest in watching the movements of two or three cows, which are usually tethered on a common within view of his bedroom window. The other morning the number had been increased to, perhaps, ten or a dozen. On rising and looking out of the window, the little fellow, who can count only to eight or ten, exclaimed: "Oh, mamma, look! There are *twenty-one* cows in our field"; not only exaggerating the number, but, in English baronial fashion, appropriating the common as well.

WE often find occasion to use such expressions as training the "conscience," obeying "conscience," developing "conscience." "Now what is 'conscience,' anyway?" asks a correspondent in a recent letter. "Is it not influenced by education and environment?" Most certainly it is, we should say, replying to the last part of the question first, else it would be mere trifling to talk about training or developing it. To attempt a categorical reply to the first part of the question would be a bold venture, in view of the fact that philosophers differ widely upon the point. The main difference, however, apart from the question of its origin, which is too large a one to discuss here, is whether, and to what extent, it can be relied upon as an inborn, infallible guide in all matters of right and wrong. In our humble opinion, however, parents and teachers cannot go far astray if they content themselves with teaching that conscience is that faculty whose office it is to cause us to know and feel that there is a right and wrong in human actions; that it further causes us to feel that it is our highest obligation, at all times and under all circumstances, to use every means within our power to find out what is right and what is wrong; and that, having to the best of our ability settled this question, we are, by the constitution of our being, laid under the most solemn and weighty of all obligations to do the right and to refrain from doing the wrong.