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Editorial Notes.

WE shall be glad to receive news items of general interest from the different localities for our Christmas number.

ALL new subscribers from this date will receive the EDUCATIONAL JOURNAL until the end of 1894 for the year's subscription.

IF you have anything specially good in the way of Christmas entertainments, for the use of schools, please let us have it for the benefit of all our readers.

HAVE any of our readers observed the injurious effect of slate blackboards upon the eyesight referred to in the note of inquiry from Dr. George G. Groff, of Lewisburg, Penn., in another column? If so they will no doubt render a service to school children and to science by communicating with him, as requested. Dr. Groff is a physician of high standing, who has paid special attention to questions of this kind.

WE reprinted in last number a rather spicy article from the *Public School Journal*, by Dr. McLellan, Principal of the Ontario School of Pedagogy, touching the method by which an "eminent institute lecturer" proposes to teach a certain question. In the same line of discussion, we give in this number an editorial article from *The Week* of November 17th, and a letter from Dr. McLellan in reference to it, which appears in *The Week* of November 24th. The question of methods is one of the

utmost importance to teachers of every grade and these contributions to its discussion will be full of interest to all who may be striving, as no doubt many of our readers are, to strike a just balance between the conflicting claims of the "Old" and the "New" in education.

THE fear is expressed by some that, in consequence of certain irregularities which took place at one or two of the outside stations at the last examinations, the University of Toronto may be induced to hold the next scholarship examinations only at Toronto. Surely the fear is unfounded. It cannot be that the authorities of the University would think for a moment of taking this retrograde step. Those who strove long and hard to obtain this reasonable concession for outside students would be very sorry, no doubt, to see it taken from them on so trivial a pretext. We say this, not because the irregularities were not bad in themselves, but because it surely must be possible to put an end to the practices complained of in some simpler way, without punishing the many innocent for the sake of the few guilty.

THE city Model Schools, in connection with the Normal Schools, should surely be made models in every respect of what a good school ought to be. And yet we are told that in the Toronto Model School there are classes of nearly sixty pupils all huddled in one room and taught by a single teacher. Every educator knows, or should know, that it is simply impossible for one teacher to teach efficiently sixty pupils. Half that number is quite enough to test the capacity of the best teacher. Receiving as it does a handsome income from the fees paid by pupils, in addition to its other sources of revenue, there is no sufficient reason why the Model School should thus do injustice to its patrons and set a pernicious example before other schools which are expected to take pattern by it. If the cause is lack of accommodation, the Province is surely rich enough to add a few more rooms and teachers. If not it should decline to receive more pupils than can be properly accommodated and taught.

WE are glad to know that the Toronto Froebel Society is actively engaged in the work of discussing and diffusing Kindergarten principles. This Society has a wide field of usefulness before it. The Froebel Society, which was formed twenty years ago in England, has been the means of

doing a great work and has become an influential factor in the educational progress which has been so marked in the Motherland during the last few years. The first Froebel Society was formed there in 1874. Not till after thirteen years of patient work was the National Froebel Union formed for examination and other purposes, by the Froebel Society and some other Kindergarten Associations which had sprung up in the meantime. It is interesting to note the rapid rate of increase in the number of candidates for certificates. In 1887 there were seventy-two entries; in 1889, one hundred and sixty-nine; in 1891, two hundred and thirty-one; in 1892, three hundred and four, and this year there will be, it is thought, not far short of five hundred. These figures will give some idea of the rapidity with which the work has expanded. If the Toronto Society can emulate the progress of the pioneer society in the Mother Country it will soon become a power in educational affairs.

TOUCHING the question of methods, we are constrained to remark upon a lesson in Geography which we reprint from the *Popular Educator*, in our "Methods" department. The lesson has some good points and, seeing that the matter to be taught is to a large extent arbitrary, that is, is an artificial system constructed by geographers for purposes of location and measurement, it is not easy, perhaps not possible, to apply the inductive method more completely than the writer of it has done. The feature of it on which we wish to comment is the manner in which the maxim, "Make every answer a full statement," is applied. Take, for instance, the following:

"T. Into how many parts have you divided the quadrant?"

"P. I have divided the quadrant into fifteen parts."

"T. What is each fourth portion of the circumference?"

"P. Each fourth portion of the circumference is a quadrant."

What can be more wearisome to a bright pupil that to be required to repeat in this parrot-like fashion the words of the question in every answer? What good end is to be accomplished by it? Is it anything but a waste of time and a weariness to the flesh? Is it not unnatural and contrary to the usage of speech in every language? Can any one show us any good reason why "Into fifteen parts," and "Each fourth portion," would not answer every educational requirement?