

# The Educational Journal.

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

VOL. II.

TORONTO, MAY 1, 1888.

No. 2.

## The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART, AND THE  
ADVANCEMENT OF THE TEACHING PROFESSION IN CANADA.

J. E. WELLS, M.A. Editor.  
H. HOUGH, M.A. Manager Educational Dept.

**Terms:**—One dollar and fifty cents per annum. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25 each. Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in one cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly.

Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application.

Business communications should be addressed to the publishers; those relating to matter for insertion in the paper, to the editor. These distinct matters should always be treated on separate sheets of paper.

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.

TORONTO, CANADA.

JAMES V. WRIGHT General Manager.

### Table of Contents.

	PAGE.
EDITORIAL NOTES.....	373
EDUCATIONAL THOUGHT.....	374
MATHEMATICS—	
Third Class Arithmetic.....	375
ARBOR DAY EXERCISES—	
The Maple—"Woodman Spare that Tree"—Planting the Oak—A Danger—Forest Song—Song—To the Oak—In Greenwood—The Birch—The Willow.....	376-377
EXAMINATION PAPERS—	
Durham Promotion Examinations.....	377
HINTS AND HELPS—	
Correcting Compositions—Teaching Arithmetic.....	377
ARBOR DAY PAPERS—	
"Study the Trees"—Horticulture in the Schools—Planting on Arbor Day—Hardy Shrubs for School Grounds.....	378-379
SPECIAL PAPERS—	
An Address by Lord Lansdowne.....	379-380
CORRESPONDENCE—	
Our Overcrowded Profession—Over Supply—One Cause of the Trouble.....	380
ENGLISH—	
The Face Against the Pane.....	381
EDITORIAL—	
Matthew Arnold.....	382
QUESTION DRAWER.....	383
EDUCATIONAL MEETINGS—	
Scientific Temperance—Peel County Teachers' Association.....	384
SCHOOL ROOM METHODS—	
Exercise in Language—Magical Nine—Some Primary Work in Addition—A Method in Spelling—A Spelling Lesson—A Lesson with Objects.....	384-385

## Editorial Notes.

THE *Christian World* maintains that the results of school work should be gauged "by the mental and manual dexterity of the children rather than by the difficult extraction of tightly-packed theoretical knowledge," and that "a school without a workshop for boys and a model kitchen and laundry for girls," should be as rare as a white elephant or a black swan.

ACCORDING to the *Michigan Moderator*, Arbor Day is a child of Nebraska, just "sweet sixteen." "The first celebration of the day was at the instance of ex-governor J. Sterling Morton, of Nebraska, in 1872. On that day 12,000,000 trees were planted in Nebraska." Ex-governor Morton's name should go down to posterity with all the honors due to the originator of a grand and beneficent idea.

TEACHERS will read with interest the report in another column of an excellent lecture on "Temperance in its Scientific Aspects," delivered by Prof. Bowman in London. The lecture is the first of a course of five which have been arranged for in that city. The idea is a good one, and could be adopted in many other places with advantage. Just now when teachers are introducing the subject of scientific temperance into their schools, the lecture of Prof. Bowman is particularly appropriate, and will be found to contain many useful hints.

THE Board of Education of the North-West Territories, which commenced operations two years ago, has just issued, for the first time, its "Regulations," in printed form. The programme of studies for the Protestant school differs somewhat from those of the older Provinces. We shall take an early opportunity of comparing. The arrangement of an entirely new curriculum of study for schools just in process of formation affords an admirable opportunity for a departure from the stereotyped courses, and the introduction of improvements which are hard to incorporate in older systems. No doubt the educational authorities in the North-West have improved the opportunity.

IN an article in the April *Nineteenth Century*, Miss Beale, Principal of the Cheltenham Ladies' College, lays great stress on so learning history as not merely to be able to talk about it, but to understand its meaning in view of the social and political problems of our own time. The mastery of epitomes of universal history is not

nearly so useful for this purpose as the selection of some typical era, such as the Commonwealth, for a thorough investigation. So in literature, it is better to master such a work as the "Areopagitica" than to ramble over the whole field. On geometry Miss Beale rightly sets value, in view of its aid to clearness of thought, in which women, as a rule, are, Miss Beale thinks, lamentably deficient.

"How can I preserve order in my class-room, while going on with my teaching?" is an ever-recurring question, especially in the case of young teachers. One of the best answers we have seen in a sentence is, "See to it that each pupil has something to do and a motive for doing it." It will, no doubt, be found much easier to furnish the work than to apply the effectual motive. In order to do this the character of the individual pupil will have to be carefully studied. The conscientious teacher will aim always to use the highest and best motives that can be made available. The child's innate love of knowledge seems to be nature's own stimulus to study, and in the hands of a skilful teacher, can often be made wonderfully effective.

THE *Christian World* says that the worst that has ever been said with regard to the unpractical nature of the education given in the London Board Schools, and the total absence of anything in the nature of manual training for children whose lives are destined to be spent in manual employments, has been fully confirmed in an exhaustive inquiry carried on by a special committee of the London School Board. It is shown that physical training generally, and the training of the eye and hand in particular, are almost entirely neglected, and the mental work is a mere cramming of the child's mind with a mass of undigested facts. There is no relation between the school work and the facts of life; no education of the faculty of accurate work, and the faculty of dealing with things instead of words. "The boys are machines," is the report of one inspector.

THE exercise in spelling by "Jasaw" in our "Methods" department, is a good illustration of the manner in which a skilful teacher may depart from stereotyped methods with the best results. The reason given by the little boy for liking the new method better, "Because we have to think more," is very suggestive. It is a very common but mistaken impression that school boys and girls do not like having to think. They do not like dry routine drudgery. But