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Editorial Notes.

THE CITY VS. THE COUNTRY.

"COUNTRY schools should prepare boys and girls for country life, and should adapt their teaching to this end." How often we too self-evident to require argument. It always seems to us but a half-truth, seeing that it rests on the assumption that those who are born in the country will, and ought to, remain in the country, those who are born in the city, in the city. This assumption is true only to a very limited extent. A very large percentage of the boys and girls who are born in the country will spend their lives and do their work in the cities. No school training will prevent this. We are not sure that it is desirable to prevent it. The constant reinforcement of the sturdy brawn and brain which the country produces is needed to keep the wheels of the great business and manufacturing centres in motion. Equally necessary is it that the tendency to degeneracy in the children in the cities should be counteracted by a constant migration of the youth of the cities to the country. There is, therefore, quite as much need, to our thinking, of adapting the teaching of the city schools to the creation of a taste for rural life, as that of the country. How many thousands of those who grow up to live useless and worse than useless lives in the cities might have been redeemed and made useful and contented citizens had their schools but cultivated a taste for rural pursuits and pleasures. Nature is the wisest teacher, and her philosophy is that

the matter of preference for country or city life shall be determined by the "turn" of the individual, not by the accident of birth-place. Let, then, agriculture and all kindred subjects be taught just as faithfully in the city as in the country schools, and trust nature to do the rest.

THE notes on the lessons in Entrance Literature for 1895, published this year by the Canada Publishing Company, are now ready. Copies may be had promptly on addressing this office. Price twenty-five cents.

"MUST not the real teacher always be a student?" some one asks. Assuredly. How large a proportion of the public-school teachers of Ontario are students? We don't mean, how many read the papers, or at least the lighter things, the stories, etc., in them, but how many are daily bringing their best mental powers to bear upon some subject which requires hard thinking, close observation, prolonged attention? There are many of us who find ourselves compelled to work ten or twelve hours a day, who would give much for the two hours which almost every teacher can, by economy of time, gain every day for quiet reading or serious study.

THOUGH we have found ourselves unable to continue our former practice of giving tolerably full reports of the teachers' associations, seeing they have become so numerous, we should be glad to make room for very brief notes of the most interesting matters in connection with each, if the secretaries or other friends would oblige us with them. What we propose is to give in an educational news column just a paragraph or two in connection with each, containing a statement or description of any new feature of interest in connection with the meeting, any striking paper or discussion, etc. We hope still to have a few of the best papers presented, such as will be interesting and useful to teachers generally, sent us for publication.

FROM a computation in the *Journal of Education* it appears that the United States is the only great nation which expends far more money for educational than for military purposes. The following figures are given:

	Military.	Education.
France.....	\$4 00	\$0 70
England.....	3 72	62
Holland.....	3 58	64
Prussia.....	2 04	59

Russia.....	2 04	06
Austria.....	1 36	32
Denmark.....	1 76	94
Italy.....	1 52	36
Switzerland.....	82	84
United States.....	30	1 35

Canada does not rank as a nation, and the figures in her case would probably be found as favorable as those of the United States, though, if some amongst us who are constantly striving to develop a military spirit should have their way, of which there is perhaps some danger, we should not long be able to say so. The comparative figures are very suggestive, though, of course, the lowness of the United States military expenditure is made possible and easy by her isolated position in respect to the great warlike nations.

It is good for us sometimes to "see ourselves as others see us," though it is not always soothing to our self-love. The Rev. C. F. Routledge, Canon of Canterbury Cathedral, England, and an inspector of schools under the Government, was in Canada a few weeks since, to see our schools. We are so accustomed to having our schools praised that it may be salutary to have occasionally a disparaging criticism from a competent authority. To a representative of the *Montreal Star* Dr. Routledge said, amongst other things:

"No, I am not favorably impressed with the school system, as far as I have been able to decipher it. Just one or two points. To begin with I find teachers' salaries entirely inadequate. The school-master is not abroad in this country in the sense that he is in the old country. If the laborer is worthy of his hire, the teacher, the trainer not only of mind and memory, but of morals, is doubly deserving of an ample recompense. You can't get silk for the price of alpaca, but that seems to me to be what the system out there (in Manitoba) and generally round the places I have been, can be likened to."

Further on he made this further point, which is well worth the serious consideration of all concerned:

"It is to me marvellous that in these days, even out in the West here, what is called 'industrial education' should be so neglected. The use of the needle and the thimble and the various other instruments tending to personal and domestic comfort seems to be quite inconsidered. On the whole I don't think that educationally a country of the prosperity and prospects of this country is doing credit or justice to itself."