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✻ Editorial Notes. ✻

EITHER the examiners of the University of London are drawing the lines pretty taut, or the candidates of the year were of unusually poor quality. At the recent Matriculation Examination only 413 candidates passed out of 1,175, and the Honors division contains but nineteen names.

THOUGH we have not thought it necessary to give quite so large a portion of our space as usual to special Arbor-Day matter, we hope that the day will be observed with increasing enthusiasm in all parts of the Province. The wise and judicious teacher will not only seize the occasion for improving and beautifying the school and its surroundings, but will recognize the importance of cultivating the tastes for neatness, order and the beautiful in nature, as an educational factor of no small importance. The work begun in this direction on Arbor Day should be assiduously followed up throughout the season.

THE following from a circular issued by the Secretary of the North York Teachers' Association suggests a new feature, which may be made, we should suppose, both interesting and useful in Institute work:—

"The teachers are requested to send to the Secretary, on or before May 2, 1890, any questions in Arithmetic to which they have a good solution, or which present difficulty to them. These questions are to be suitable for Public school work. The Executive will make a selection from the problems sent, get them printed, and forward a copy of them to each teacher, who is desired to come prepared to give as neat a solution as possible."

SIR HENRY ROSCOE, M.P., has introduced, in the British Parliament, a Bill whose object is to remove any doubt as to the legality of the provision of technical and manual instruction in Public elementary schools. The proposed Bill declares that the managers of any Public elementary school may provide technical or manual instruction for the scholars, either on the school premises, or in any other place approved by the inspector; and attendance at such instruction is to be deemed to be attendance at the Public elementary school. If this Bill is permitted to pass, which is perhaps doubtful, manual training will have at once a recognized place, and large encouragement, in the English Public school system.

A NEW and important departure is to be made in England, in the matter of temperance teaching in the schools. The Committee of the

United Kingdom Band of Hope Union has had £10,000 placed at its disposal for the prosecution of the work. The sum is to be expended during the next five years, and will be devoted mainly to providing for the delivery of illustrated lectures of day schools, on the physiological results of the use of stimulants. With this view seven lecturers have been engaged, the plan of the lectures being so arranged as to assist the ordinary work of the school. The scheme also embraces the distribution of certificates for the best reports of the lectures, prizes in a national competitive examination, and the distribution of suitable literature.

THE EDUCATIONAL JOURNAL begs leave to unite with the many personal friends of Mr. John Millar, B.A., in congratulation upon his appointment to the responsible position of Deputy Minister of Education, made vacant by the death of the lamented Dr. Marling. Mr. Millar has long been known as one of the ablest and most successful teachers in the Province. Under his principalship the St. Thomas Collegiate Institute has won a deservedly high reputation. So far as we are aware, the appointment has given wide-spread satisfaction, and we are sure it will be a matter of gratification to the teachers of Ontario that one of their number, possessed of high educational and personal qualifications, should have been chosen for this important position. We cordially wish Mr. Millar a long and useful term of service in his important office.

THE moral judgment of the pupil may be educated, by his being called on, on proper occasions, to pronounce upon the conduct of his fellow-pupils. Some of the American colleges and schools have introduced with good results the principle of giving the students a voice in school government. The judicious teacher can often introduce such methods with good effect in the school. If the boys and girls can be brought to feel that the appeal to them is made in good faith, that they are responsible for pronouncing a just judgment, whether in awarding a prize or pronouncing a penalty, the keenness and honesty of their verdicts will often astonish the skeptical. And the best of it is that in such cases each pupil is taking a lesson in practical morality, in the necessity and value of truth and righteousness, without knowing it. If you have never tried the experiment of asking your pupils to give their ideas on a question of right and wrong, try it, and you will, we think, be pleased with the result. An indirect effect of no small value will be the idea thus suggested

that the school discipline is based on moral principles, not on arbitrary power and caprice.

SOME comment has been caused by the fact that the signal success which attended the lady students at the opening of the London University to women, has not been maintained in the subsequent years. Last year there was a marked falling off from the first high achievements, but the number of passes by ladies fell little below the general average. But this year, out of 175 ladies who were candidates at the recent Matriculation Examination, the names of forty-seven only appear on the list, as compared with eighty last year out of a slightly smaller number of candidates. The explanation is, we think, two-fold. The fact that the total number of candidates of both sexes who took honors this year is extremely small—only nineteen, last year there were forty-seven—points to an examination of exceptional severity in one or more departments. Then, again, the lady candidates who would present themselves at the first throwing open of the examination to ladies, would naturally be a picked class, the result of a process of natural selection.

THE current saying that "misery loves company" is not complimentary to human nature, and we do not believe that it will be any consolation to underpaid Canadian teachers to learn that no less than 1,517 certificated teachers in charge of elementary schools in England are receiving less than £50 a-year, and that if the certificated assistant teachers be taken into account, there are no less than 4,667 certificated teachers who are rewarded with starvation salaries of less than £50 a-year. Such is the statement quoted from Mr. Heller, by the London *Schoolmaster*, and based upon last year's Report of the Education Department. Mr. Heller further points out that there are 18,071 certificated teachers at work in the country for salaries of less than £75 a year, or 28,127 at salaries of less than £100 a year. With respect to the higher salaries, only 1,901, out of a total of 44,565 certificated teachers are receiving salaries of £200 and upwards. Evidently a great work has yet to be done in all English-speaking countries before the profession of teaching can be brought up to the level of other professions in the matter of emolument. But until this is done it will not have attained its true position, nor will it be possible to retain in its ranks men and women of such culture and ability as should be everywhere required in those who have the moulding of the nations so largely in their hands.