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Editorial Notes

OUR thanks are due to Mr. Johnson for so kindly supplementing his article in a previous number with the practical illustration which will be found under the head of "Hints and Helps." We hope that the two papers may prove very helpful to many teachers and students.

WE beg leave to call the attention of all teachers and all school boards interested to the advertisement of THE EDUCATIONAL JOURNAL Teachers' Bureau, which will be found in our advertising columns. It shall be our sincere aim and effort to make THE JOURNAL practically still more useful to teachers, through the medium of this bureau.

FOR the advantage of some of our subscribers, who will, no doubt, be glad to see the solutions of certain problems before the close of the term, we give in this number the Mathematics, which would in regular course not have appeared until July 1st. We have, also, repeated, with the appropriate diagrams, two problems which were published in last number, but from which the diagrams were accidentally omitted.

WE have received a few interesting postal-card contributions for our proposed symposium on the question of the utility or otherwise of requiring "home-work" from children under ten or eleven years of age. These will appear in next

number. We should be glad to receive more of the same kind, embodying, as some of these do, with admirable brevity, the opinions, with reasons drawn from observation or experience, of teachers who keep their minds as well as their eyes open, and do their own thinking.

At the Lanark County Teachers' Convention (and we dare say at many others) the question, Who should examine the Entrance papers? was discussed. Miss McDonald, of Perth, read a well-prepared paper on the subject, taking strong ground in favor of the view that Public School teachers are best qualified for the work, and should be chosen as examiners. There is certainly much to be said in support of this view, and we are glad to see that some of the High School teachers who were present supported Miss McDonald's position, and promised to do what they could to promote the change, should the Public School teachers petition the Minister of Education in favor of it. We should be glad if Miss McDonald would send us her paper, or a synopsis of it, for publication.

At the East Kent Teachers' Association the two interesting questions, How to deal with the troublesome boy? and, How to deal with the troublesome girl? were the subjects of animated discussion. The questions are of intense practical interest to almost every teacher. In fact, we do not know whether we might not safely omit the qualifying "almost." If there are any teachers who have never had occasion to solve for themselves one or the other, or both, of these problems, they may congratulate themselves on being happy exceptions. We very much wish we had notes of this discussion, that we might give a digest of the thought and experience of the teachers of Kent for the benefit of our readers generally. Could not some of those who took part in the discussion, or some of those who listened to it, give us a brief account of the best things said, or the best methods proposed?

WITH reference to the proposal, which has been advocated by some, to specialize

to a greater extent in the High School programmes, so as to enable students preparing to teach to devote their time more exclusively to subjects absolutely necessary for the examinations, and to excuse them from certain studies of the course which have no immediate practical bearing upon their professional aims, one teacher writes us strongly deprecating any such specialization of the courses for teachers. He is of opinion that any such change of system would be emphatically a change in the wrong direction. "The teacher needs," he says, "as broad an education as possible." He thinks also that the substitution of the twenty-one for the eighteen year age-limit would do much to minimize or cure the evil of using teaching as a stepping-stone to some other profession. The "short cut" to any profession is a mistake, even from a pecuniary point of view, as there is always most room as well as best remuneration in the upper stories.

"RECENTLY one of the pupils of a Brooklyn Grammar School put his books under his desk and mastered his next day's lessons before going home. The teacher discovered this fact, and, although he had his lesson, he was marked with a failure because he had not learned his lesson after hours and away from school. It was his duty, she said, to sit upright and fold his arms after his own recitations were over."

The above, from the *Brooklyn Eagle*, seems to have some bearing upon the question of home-work. Perhaps it is better to leave each teacher to discover what that bearing is, and to draw his or her own moral. The clandestine feature of the case is certainly not to be commended. An incident which fell under our own notice suggests the query whether the giving of home-work is not often, in a manner, forced upon the teacher by the desire of ignorant parents to see their children busy while at home. A parent who realized that his children were suffering injury in various respects from having too much home-work, went to the teacher to ask if the amount could not be reduced. The moment the subject was mentioned, and before opportunity for explanation had been given, the teacher began to apologize for having given so little home-work for the last few days. She felt relieved when the true objection was made clear. She was evidently accustomed to be found fault with by parents for not assigning enough of it. The two facts are certainly suggestive.