

The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year.
In Advance.

TORONTO, APRIL 2, 1894.

Vol. VII.
No. 22.

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Editorial Notes.

IN Ontario the average salary of a male teacher in 1892 was \$421, that of a female, \$297.

The number of teachers employed in the Public Schools of Ontario has increased in the last twenty-five years from 4,890 to 8,480, yet the number of male teachers is only about the same as in 1867. The figures now are, males 2770, females 5,710.

THE school population of Ontario for 1893 was 595,238, a decrease of 5,974 as compared with that of 1887, notwithstanding the fact that there were 545 more children under the age of five years enrolled in the former than in the latter year.

ONTARIO, notwithstanding our pride in our school system, has but one teacher to every 250 of her population. This means an average of 57 pupils to each teacher. The teaching force of the Province, in proportion to the number of pupils, is relatively weaker than that of any State in the American Union, or of any other Province, save British Columbia.

WE have on hand several interesting and useful papers on practical subjects, including answers to correspondents, for the English Department, for which we have been unable to find room in this number. We shall give as many of them as possible in next number. Some of them are notes on literature lessons, which have

been prepared in answer to requests from subscribers.

FROM the Report of the Minister of Education for 1893 it appears that nearly 50 per cent. of all the school-houses in Ontario are now constructed of either brick or stone. The log school-house has almost entirely disappeared. In some cases, says the Minister, "many of them, I fear, quite inexcusable the school grounds are still inadequate, and, notwithstanding the enthusiasm of teachers in tree-planting, many schools have not yet complied with the regulations respecting Arbor Day." In many cases, too, the sanitary arrangements are quite inferior. This is unpardonable. One would suppose that parents, whatever they might suffer to be neglected, would see to it that the health of their children was duly protected in the schools in which they spend so large a part of their lives during their school years.

WE are indebted to Miss Nellie Spence, of Parkdale Collegiate Institute, for a valuable article on the Hungarian patriot, Kossuth, which appears in this number. The article is, Miss Spence informs us, an expansion of a sketch which she wrote for the *Globe* and which appeared in that journal a few weeks since. The fine portrait which accompanies the sketch is reproduced on a smaller scale from that which appeared in the *Globe* in connection with the article referred to. The article will, we are sure, be appreciated. It will throw light on the intense feeling which has been caused in Hungary by Kossuth's death, and which has caused violent outbreaks by students and other young Hungarians against those in the cities who attempted to carry on business during the days which intervened between his death and burial, instead of closing their places of business as a tribute to his memory.

GOOD progress is being made in the examination of the competing time-tables. The examiners—Principal McCabe, of Ottawa Normal School; Principal Kirkland, of Toronto Normal School; and J. J. Tilley, Esq., Inspector of County Model Schools—are examining and comparing them carefully and thoroughly. The task is a somewhat formidable one, requiring a good deal of time and labor, but they hope

to finish it in time to enable us to announce the names of the successful competitors in our next number—that for April 15th. The names of the Examiners, who have so kindly consented to act, will be accepted, we are sure, as the best guarantee that the award will be just and satisfactory, and, if the result is, as we may hope, to give to the teachers of the Province a better scheme for the arrangement of their classes and the carrying on of their work than now exists, both the Donor of the prizes and the Committee of Award will have earned the gratitude of every Public School teacher in the Province.

The "Professor's Gossip," in the Saturday numbers of the *Globe* often contain valuable educational hints. We must protest, however, against the following statement in one of his recent articles, as, to say the least, altogether too sweeping.

"One great mistake made in all our schools, from our universities down, is that we reverse the terms, 'education' and 'instruction.' Instead of expending his energies in drawing out the latent powers of the child, the teacher struggles to load his memory with facts and statements."

There are, no doubt, still too many teachers in our schools of all grades of whom this statement is, in a large measure, true. But we doubt whether there is any country in which a larger proportion of the teachers of all grades have clear conceptions of the true work of the educator, or are trying more faithfully to realize a high ideal of that work as a process of mind development. We are not prepared to say that this high aim is not pursued in many cases under difficulties, arising in part from the rigidity of the examination system, and in part, it may be, from the example and influence of our chief university, which still adheres pretty closely, we believe, to the European lecture system, under which the work of the class-room is necessarily a work of instruction rather than of education. On the other hand we are glad to know of many teachers in both Public and High Schools whose daily work in the class-room exemplifies the inductive and development methods in their best form. When we read the "Professor's" stricture we could not resist the conviction that he was describing the Canadian Schools of twenty-five or thirty years ago, not those of 1894.