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## Editorial Notes.

Do you not know of some fellow-teacher who does not take THE EDUCATIONAL JOURNAL, who would be materially helped by it, and, therefore, ought to take it? If so, will you not do a favor to your friend and to us, another friend, we hope, by either calling his or her attention to THE JOURNAL, or giving us the name and address, that we may send a sample copy or two? One of the special aims of THE JOURNAL is to cultivate a brotherly spirit and an *esprit de corps* among the members of the profession. Will you not help us?

THE Separate School Board of Ottawa has, no doubt, rendered good service to the cause of education by the examination it caused to be made into the condition of the schools under its jurisdiction. Some of these, which were conducted by the Christian Brothers, were found to be very inefficient, while others, especially many of those taught by the Sisters, were found to range from "fair" to "good," if we may borrow a commercial form of expression. This investigation and that referred to in another paragraph afford gratifying indications that our fellow-Canadians of French origin, in the Lower Province, are awaking to the necessity and the parental duty of giving their children the advantages of the best teaching, and will not long be content to accept anything less.

A COMMITTEE of the Imperial Parliament, during the short session just closed, presented a report which, if acted on, as we suppose it almost certainly will be, will work a very desirable change in British methods of computing quantities and values. The committee recommends the adoption of the metric system throughout the kingdom, its use to be made compulsory at the end of two years. The effect will be to do away with the complicated system of reckoning by feet and inches, pounds and ounces, pecks and bushels, etc., which now make arithmetic a weariness to the flesh and the spirit of the school-boy. We in Canada were wise enough to discard the £ s. d. method of reckoning money a good many years ago, but, for some reason hard to understand, our reformers stopped there. If the home government adopts the innovation, ours, we may be sure, will quickly follow the example. The metric system, as they have it in France, is very simple. Starting with the metre as a basis—a measure equivalent to nearly forty of our inches—this is multiplied on the one hand, and divided and subdivided on the other, by ten, to any required degree of largeness or smallness. We presume the French terms, decimetre, centimetre, etc., will be adopted.

*Per contra* to the English official opinion quoted in another paragraph, we may quote that of a committee of five women teachers who were sent from England, we are not told by whom, to the United States, to report upon secondary schools for girls and institutions for the training of women. Each took a special subject, and made a report on it. Their reports were published by Macmillan & Co., and are, the *Pennsylvania School Journal* says, well worth careful reading. Amongst other opinions quoted is one to the effect that co-education gives girls more dignity, and boys a wholesome restraint in their manners. It is also said that the American pupils have more self-reliance, and a greater love of knowledge for its own sake rather than for the prizes which are made such an important part of all English school work. One of the ladies who

made this inspection thinks that not sufficient attention is given here to the development of the individual talents of a particular boy or girl, and that, although ample provision is made for indoor gymnastics in girls' schools, there is almost complete neglect of outdoor games and recreations.

Though intended for the United States, is it not possible that the last two defects are equally characteristic of Canadian schools?

THE recent convention of school inspectors of the Province of Quebec has revealed a state of things in connection with the public schools which must have been a painful surprise to all friends of good education in that province. There are many and serious difficulties in the rural districts in the way of maintaining efficient schools, but at the root of all is the lack of funds for the reasonable remuneration of competent teachers. There seemed to be some difference of opinion among the inspectors as to whether this financial difficulty is the result of unwillingness on the part of parents and others to pay money for educational purposes, or of their actual inability, through poverty, to do so. Doubtless in some cases one of the causes named, in some the other, is operative. As instances of poverty-stricken districts, one inspector told of a district in which he found five children in one school, in the middle of January, without boots. In another district the school tax was only fifteen cents. It is very likely that it is in districts of the latter class that teachers are found working for five dollars a month. If, as a rule, people get in education, as in most other things, about what they are willing to pay for, one may imagine the quality of the teaching obtained for that price. Most of the inspectors were in favor of having a minimum salary of sixteen or seventeen to twenty dollars a month fixed by the legislature, as the most practical step in the right direction. Serious objections to such a law are easily found in the fact of the great differences in the financial ability of different sections, yet it might be helpful in raising the standard in the poorer and more parsimonious districts. The convention will, no doubt, be productive of much good, if only in bringing the facts to the light.