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Editorial Notes.

IN 1867 there were in Ontario 4,890 teachers, of whom 2,849 were male, and 2,041 female. In 1894 the numbers were, male 2,795, female 6,029—total 8,824. These figures are exclusive of those holding old county board and certain other certificates, of whom there were more than one thousand.

A GOOD plan has been adopted for the next meeting of the East Middlesex Teachers' Association, which takes place next month. "The Teaching of Arithmetic" has been chosen as a leading topic for discussion, and arrangements have been made to give every member an opportunity of reading Mr. McLean's recent book, "Hints on the Teaching of Arithmetic," before the meeting. This method will, no doubt, secure an unusually pointed and profitable discussion. Each teacher should come with some fresh thoughts of his own.

WE had intended to give in this and the preceding number of THE JOURNAL some special exercises suitable for use on Arbor Day, but the multiplicity of subjects pressing upon our columns makes it impossible for us to afford the requisite space, without crowding out other matter, the place of which would have been as easily supplied. To say nothing of the many special collections which the

press is constantly turning out at prices so small as to bring them within the reach of everyone, all literature abounds with matter suitable for use in Arbor Day readings, songs, and recitations.

"THE worse the material, the greater the skill of the worker." This is one of the celebrated axioms which the late Edward Thring, of Uppingham, said had been given him by his experience in the National schools in the suburbs of Gloucester. The maxim is one that should be laid to heart by every teacher. The temptation to neglect the dullards, and to give an extra amount of attention to the bright boys and girls, is very great. To do so is unjust and wrong. To fail with the dull ones is to prove oneself deficient in the highest qualifications for the teacher's office.

THERE were in 1894 (latest statistics given in Minister's Report) 5,691 schoolhouses in the Province, distributed as follows: In counties, 5,325; in towns, 211; in cities, 161. The log schoolhouse is fast disappearing, there being in 1894 only 453, as against 490 in 1893, and 1,466 in 1850. In the same period brick schoolhouses have increased from 99 to 2,243, sixteen having been erected within the year. There were, in 1894, 5,287 school sections and 5,277 schools open, the remaining ten being either closed or not reported. The number of maps now used amounts to 49,525. In 1850 there were only 1,814.

THE Department of Education for Manitoba has issued a circular giving the "Regulations for Entrance to Collegiate Schools." These prescribe that an Entrance examination to the Collegiate Schools of the Province shall be held by the Department of Education, along with the examination for teachers, in July of each year. Diplomas are to be issued to the successful candidates. The prescribed subjects are: Oral Reading, Literature, Composition, Grammar, Spelling and Writing, Arithmetic, Algebra (including simple rules, simple equations, prob-

lems, easy exercise in factoring), Geometry (Hill's Lessons, chapters one to five), Music, Geography, History, Drawing, Agriculture. The work included in each subject is carefully specified.

IT is encouraging to note that the average of attendance of Public School pupils, in proportion to the whole number registered, is steadily increasing from year to year. In 1893 the total school population of the Province, as ascertained through the assessor, was 592,503; in 1894, 593,840. The total number of pupils registered on the school rolls was, in 1893, 481,068; in 1894, 483,203. The average number in daily attendance was, in 1893, 259,426; in 1894, 268,334. The percentage of daily attendance to the whole number attending school was, in 1893, 54; in 1894, 56. In 1867 the percentage was only 41; in 1887, 50; 1892, 52. Still it will be seen that considerably less than one-half of the children of school age in the Province were in regular attendance at the Public Schools in 1894. The figures showing irregularity of attendance are painfully suggestive of one of the great hindrances to progress with which teachers have constantly to struggle.

A CORRESPONDENT asked information a few weeks ago touching the working and usefulness of the Ontario Truancy Act. This we were not able at the time to give very satisfactorily. We now find from the Minister's Report for 1894 that during that year 2,962 cases of truancy were reported, 135 complaints were made before police magistrates and justices of the peace, and fifty-one convictions were recorded. We are still unable to ascertain to what extent the cases reported were so effectually dealt with as to bring about the needed reform, or what was done in the cases of the fifty-one convicted. Consequently we have not all the facts needed to enable us to form a sound judgment as to the efficiency and utility of the system. Yet there can be no doubt that these formal complaints and occasional convictions must have the effect of bringing a considerable pressure to bear in the right direction.