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* Editorial Notes. *

MANITOBA'S new School Law is now in operation, though it has not yet been allowed by the Ottawa Government, but is among the Bills reserved for consideration. The Education Department is in charge of a Minister as in Ontario, but the work of administration is vested in an Advisory Board of five, two of whom are nominated by the Government, one elected by the Provincial School Trustees, one by the Teachers and one by the University Council. This is an improvement, we think, on the Ontario plan. The Advisory Board makes provision for religious exercises, which are conducted much on the same plan as in Ontario.

IN reading the reports of the various Teachers' Associations, we are struck with the number of apparently excellent papers, class exercises, etc., which are presented on different educational topics. Many of these are of more than local value and should have more than local circulation. Why should not more of those of the better class, those on which time and labor have been expended, be sent for publication in the JOURNAL? We should sometimes write to the authors to solicit their MSS. but often we have no means of learning their correct addresses. We are always glad to receive papers suitable for our columns, by our own teachers. Papers on methods of teaching certain subjects are specially acceptable.

SHOULD head masters and headmistresses be teachers? Should those who are responsible for the teaching and management of large schools be expected to do any part of the teaching themselves or should their hands, or rather heads, be left free to enable them to keep the whole instruction and discipline of the institutions

under inspection? This question is now being discussed in England. The same question has force, though not to the same extent, in Canada, and has reference to Colleges and Universities as well as Public and High schools. At first thought many, who know something of all that is involved in the management of a large school, will be ready to say that the responsible Heads have enough to do without teaching, and that their whole time is needed for oversight.

THIS involves, however, the rather startling corollary that if the heads of schools are not to teach, personal skill in teaching need no longer be the prime qualification for headship. Of course, the Headmaster or Principal must know what good teaching is, but that, in the opinion of many, is a different matter, and does not necessarily involve the other. To us it appears, and we speak from experience rather than from observation, that the personal contact with the pupils in the class-room affords an opportunity of acquiring that intimate knowledge of the individual pupils which is indispensable to the best discipline and which cannot be so well gained in any other way. This is very important, and we have known Principals to choose to teach personally some of the lowest classes in the school in order to gain this knowledge. Moreover, we are strongly inclined to think that too much oversight of subordinate teachers is worse than too little, and that better results can be obtained, as a rule, by carefully selecting good teachers, and then giving them a large amount of freedom and personal responsibility, than by constant oversight and interference.

MUCH is being said in these days, and said with reason, in regard to the need of more direct and effective moral training in the schools. Most Canadian teachers, we are glad to believe, recognize the supreme importance of this part of their duties, but many of them, we doubt not, are often at a loss how to set about it, in the absence of a text-book and a definite time for the work. Both these obstacles, we incline to think, should be taken out of the way. One of the chief aims of the teacher in regard to this matter should be, obviously, to induce in the pupils the habit of moral thoughtfulness. They should be trained to regard the question of right and wrong as the first and most important question in every case. To cultivate this habit it is an excellent plan, we think, to submit from time to time moral problems for thought and discussion. Some of the best of these are those furnished almost every day by school-room incidents. But as the personal element is likely to enter more or less into the consideration of such questions, it is well

also to give them suppositional cases, and let them give their thoughts and arguments in regard to them, either orally or in writing. Some very good examples of this kind of problem will be found in this number, quoted from the *Educational News*.

READ Mr. Bolton's racy and stirring appeal to the teachers of the Province to write and work together in the interests of their profession. Whatever difficulties may attend any concerted action such as he proposes, whatever obstacles may lie in the way of effective co-operation, there can be no doubt that by the highway of concerted action, and by that highway only, is to be reached the desired goal. So long as thousands of certificated teachers are sent forth every year, ready to underbid each other, as well as the more experienced members of the profession, so long will teachers' salaries remain at starvation point. Let a union be formed, let the wisest teachers from every section of the Province put their heads together; let them be duly authorized to think and act for the whole body, and the power of such an organization cannot fail to make itself felt both in local and legislative circles.

MR. BOLTON'S paper suggests two or three sweeping reforms which are worth being carefully thought about by every teacher. The substitution of township or district boards for the present petty local boards, has long seemed to us a desirable change, and one which, in itself, would go far to beget larger views in regard to the dignity and claims of the teaching profession. We believe, too, that Mr. Bolton enunciates a sound principle in political economy when he says in effect that only those schools whose benefits are within the reach of the whole people should receive Government support. The application of this principle might be found a difficult and delicate matter. We are not sure what limitations Mr. Bolton would set to his meaning of the word "Public." We can hardly suppose he would have it exclude the High Schools, which are really to a very large extent within the reach of the whole people. But that is a question of detail. The principle is surely sound that the whole people should not be taxed to support institutions whose benefits can be enjoyed only by the few. Mr. Bolton's paper shows, at any rate, that there are some hard problems yet to be solved before the Public School teachers of Ontario shall have attained their proper place in regard to honor and emolument, and the educational system of the Province have been established on an unassailable basis.