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## Editorial Notes.

THE average salary of the 7,963 Public School teachers of Ontario in 1893 was less than \$225.

THE Premier and Attorney-General of Manitoba have come to Ottawa, at the personal request, it is said, of the Governor-General. An attempt is, no doubt, being made to effect a compromise on the Manitoba school question, with what success remains to be seen.

THE number of teachers-in-training at the fifty-nine Model Schools of Ontario in 1894 was 1,750, an increase of 168 over that of the preceding year. Of this number 1,456 passed the examination. The number of students at the Normal Schools was 379, a decrease of thirty-three from that of the preceding year.

THERE were 313 Roman Catholic Separate Schools in Ontario in 1893, with a total attendance of 38,607 pupils, taught by 684 teachers. It is not, perhaps, so generally known that there are also Protestant Separate Schools in the Province. There were, however, only eleven of these in 1893, with an attendance of 548 pupils, taught by twelve teachers.

Two excellent special papers will be found in this number. One is the first instalment of Inspector Dearness' lucid and instructive sketch of the history of the teaching of agriculture in the

Ontario schools. The other is an article in which the elementary principles of single and double entry bookkeeping are unfolded by Mr. Johnson, Principal of the Ontario Business College at Belleville, with a terse clearness which will, we are sure, be appreciated by many teachers who may have found some difficulty in the teaching of this subject. Both papers are worthy of careful reading.

WE have a larger proportion than usual of somewhat lengthy articles in this number. We hope that no young teacher will let that deter him or her from giving each a careful reading, or, if need be, study. Either and all of them will repay it. Miss Lawler's paper on "The Function of English Poetry in the High School" will be found instructive and suggestive, as well as interesting. The two methods proposed for the teaching of history will supply a felt want, we are sure, as we are often asked for hints in aid of the teaching of this subject. The methods given are, we are assured, not mere theoretical schemes, but are the work of practical teachers, and have been and are being used with success in their schoolrooms. We are much gratified to find the amount of original matter in our columns increasing from month to month. We do not mean to permit the proportion of matter of a directly practical and helpful kind to decrease, but the opposite. We are already laying our plans for making THE JOURNAL during the next school year more useful in the actual work of the schoolroom, and better in every way than it has ever been. One improvement we may specially promise. We feel that we owe an apology to many of our patrons that the notes on the Entrance Literature lessons have not been so well kept up as we had intended. Of course the opportunity of obtaining at a small price the excellent little volume of notes which has been in the market has made our shortcoming the less felt, no doubt, but, in response to the requests which have come to us, we have resolved to make notes on these lessons a specialty after the holidays.

VERY much of the success and progress of any work depends upon the right men and women being in the right places. This is especially true of educational work. Whoever becomes the means of bringing together the most efficient teacher available and the board of trustees which especially needs such a teacher is a public benefactor. He renders lasting service to the teacher, to the community which profits by his services, and to every pupil who thereafter is benefited by the school. It is obvious, on a little observation, that the facilities for bringing about such acquaintances and adjustments of trustees and teachers in Ontario, and, in fact, in all Canada, are not at present as great as they should be. It is obvious, too, that an educational paper which has the good fortune to be widely, almost universally, read by the teachers of all grades in a given country has special facilities for serving both teachers and trustees in this way. We have, therefore, not without repeated solicitation, had under consideration for some time past the propriety of establishing, in connection with THE JOURNAL, a bureau for the mutual advantage of teachers and trustees, somewhat on the plan which has been so successfully adopted by many of the leading educational papers in England and the United States. It is the laudable ambition of every good teacher to improve, at the same time, his income and his opportunities for usefulness, by removing from a smaller to a larger field. It is our ambition to help him to do so. We shrink from the responsibility and toil involved in such an undertaking, but we see no reason why, with a sincere and painstaking desire to further the best interests of all concerned, we may not hope to do a good work for those who may become our patrons, and for the cause of education, and at the same time—we do not profess to do the work, which will involve a good deal of outlay, as well as make large demands upon our time and that of others, on purely philanthropic principles, and could not afford to do so—make the business fairly remunerative. We mention the project that those interested may be thinking about it. A fuller announcement may be made in our next number.