

# The Canada School Journal.

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## The Canada School Journal

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### CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.  
Recommended by the Minister of Education for Ontario  
Recommended by the Council of Public Instruction, Quebec.  
Recommended by Chief Superintendent of Education, New Brunswick.  
Recommended by Chief Superintendent of Education, Nova Scotia.  
Recommended by Chief Superintendent of Education, British Columbia  
Recommended by Chief Superintendent of Education, Manitoba.*

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### WANTED.

This country wants an army of trained teachers—one corps for each province, a brigade for each county, a regiment for each township, a master-spirit for each school. At the head of each army corps we want a general filled with a high ideal of the grandeur of the educational movement, and charged with that majestic earnestness which lights the fires of enthusiasm all along the lines from rank to rank, and binds men together in the brotherhood of a glorious common enterprise. We want training schools in which the recruits shall not only learn to handle skilfully their weapons but shall also imbibe most thoroughly the professional *esprit de corps*, and, spurning all grosser ambitions, shall lay their lives on the altar of their country for the moral and intellectual elevation of the nation. The outfit and accoutrements of this army required to put it in first-rate marching order will cost millions. But the outlay will secure conquests wide as the Dominion and lasting as eternity.

Hitherto the forces sent into the educational field have been chiefly militia, untrained in methods, unpractised in the higher parts of their profession, and unable to cope victoriously with the forces leagued in solid phalanx against them. Their partial success with the imperfect outfit at their command, with the small rewards doled out to them, the paltry prizes within their reach, and the circumscribed career possible to them, prove abundantly the heroic temper and sterling courage of the teachers who have thus far educated this sinewy young nation. No man can deny that our teachers have fully availed themselves of all the encouragements and means of improvement placed within their reach. What they have done is but earnest of what they will do, if enlightened statesmen can be found who will lead public opinion, and multiply all the facilities required to convert these annual levies into a regular army of disciplined veterans.

A wider career must be made possible for every teacher who will devote his life and his talents to the work. The prizes of the profession must be made far more numerous, and their value must be increased tenfold. The dead level of mediocrity must be broken up, and the chances of reward made commensurate with the importance of the service. Why are experienced teachers always falling out of the ranks? How is it that after eight or ten years' service men of high intellect, unconquerable will, and indomitable perseverance, quit the service and seek some other field for the exercise of their powers? The answer is an open secret to every onlooker. A man of parts and energy finds that he has entered a blind alley at the end of which his ambition finds no further prizes in view. In plain words he discovers that \$1000 or at the maximum \$2000 is the final limit of his income—a sum which almost any third-class division court lawyer can secure with a tenth part of the teacher's training and a mere fraction of his daily toil.

We want a revolution of no small magnitude in the educational army—a revolution even greater than that in the British army which put an end to that time-honored iniquity, the sale of commissions, and opened to every private soldier the possibility of reaching the highest prizes of his profession by sheer force of valor and genius. In this case the prizes have yet to be created which will hold men loyal to the profession of teaching, and make it more than a mere step-ladder to some other calling which offers more substantial rewards and makes more ample returns for the brains, labor, time, and money invested.

European ideals must now and forever be discarded. We live on the American continent, and our plans must harmonize with the requirements of American life, which hold out solid prizes to every man in commerce, agriculture, law, divinity—to the inventor, the financier, the physician, the manufacturer—in fact to every one but the teacher if he remains loyal to the profession of his choice.

We appeal to public opinion and especially to our legislators to burst these barriers, and open up a career in the educational field which will command the services of the best talents and the most god-like intellects which shall arise amongst us during the next century. Let the money be voted, the result will soon be apparent.

### DEEPEN THE CHANNEL.

The *Illinois School Journal* has a sensible article on "Our Village High Schools" which is interesting, as affording a sufficient reply to those well-meaning persons amongst us who are constantly discovering that some other new subject "should immediately be taught in all the schools." The *Journal* says, in effect, that the high schools of Illinois attempt with a three years' course, Latin, Greek, English, and "each of the natural sciences," except, perhaps, geology.