

The Canada School Journal.

Vol. IV.

TORONTO, NOVEMBER, 1879.

No. 90.

The Canada School Journal

IS PUBLISHED

THE FIRST OF EACH MONTH,

—AT—

11 WELLINGTON ST. WEST, TORONTO, ONT., CAN.

Subscription \$1.00 per year, payable in advance.

TO ADVERTISERS.

The SCHOOL JOURNAL is now the best medium in the Dominion of Canada for reaching Teachers and Trustees. As a proof of the rapid increase of its circulation ~~17~~ 1100 NEW SUBSCRIBERS were received from Nova Scotia in January, and 550 FROM NEW BRUNSWICK in February.

NEW SCHOOL REGULATIONS.

The new regulations issued by the Education Department for Ontario will be found to be very important. Those relating to certificates will undoubtedly prove most interesting to teachers. During the past three years considerable influence has been brought to bear on the Department, through Teachers' Associations and otherwise, with the view of securing the division of the work required for First class Certificates into groups. It was proposed generally to have three departments—English, Mathematics, and Science—and that a student should be required to pass on only one of them each year. The Minister of Education has not accepted this suggestion, but has made a change which will, it is to be hoped, secure the benefit of the proposed plan without any of the evil consequences which might have followed it.

It was urged that to require teachers to pass on the whole work at once compelled them to cram. Now, if it was possible to cram in preparing the whole course, how much more easy it would be to cram a part of it. The proposed plan did not recommend any increase of the work in each department, and therefore would not widen the knowledge of the teacher in relation to any of them. It is true that in some cases the work might have been done more thoroughly, but as the facilities for cramming would have been increased by the diminution of the amount to be crammed, there is no doubt that more of it would have been done, and done too by many who had not the courage to attempt even to cram the course of study as it formerly stood. Subdivision of the work and a partial pass system then would have increased the number of First Class certificates, but at the expense of a decrease in the culture of their holders.

The plan adopted by the Minister of Education will commend itself to those who are willing to see the standard of education maintained at a proper height. It will please those who demand breadth of culture, because every one must pass an examination on every subject on the programme and show a fair knowledge of it before obtaining a First C. Those who desire depth as well as breadth of culture will be satisfied by

a perusal of our work to be done in the two departments whose programmes we published in October. The new regulations, in fact, aim to secure "something of everything and everything of something." The non-professional side of the First Class teacher's work seems to be admirably arranged. We cannot say so much for the professional. We hope to see a course laid down for the First Class course in Ontario similar to those already published in the JOURNAL, which are adopted in New Brunswick and Pennsylvania.

The regulation relating to the Intermediate Examination may not prove so pleasing to all, as those for First Class certificates. It must be remembered, however, that the demand for the change has been made from several parts of the province. We do not understand the regulations to do away with the present Third Class, examination but to establish an additional kind of Third class certificates which will probably be valid throughout the province. Second Class teachers will simply be required to take a higher per centage on the same papers. The grouping of the subjects remains unchanged. The Model School regulations connecting the local inspectors more closely with these institutions are judicious. In fact if it were possible the Inspectors should deliver most of the lectures on methods in the County Model Schools, as they could in this way most easily and successfully guide the teaching in the schools under their charge. With reference to the inspection of the Normal Schools, it has long been a matter of surprise to many that the Minister of Education did not in some way supervise more closely the work done in these institutions. Certainly no schools in the province receive so large a share per school of the public money. The teaching of the province is moulded, or should be, by the Normal Schools, and it is therefore a question of most vital consequence that the Minister of Education should know that the best methods of teaching are being adopted in them. The fountains must be pure if the streams are to be beneficial. There is another aspect of the case, too, which seems to justify the course of the Minister. It is certainly of the highest importance that there should be harmony in the methods taught in the Normal Schools. It is not desirable that *right* in one should be *wrong* in the other. If the "word" system of teaching reading be the best in one, it seems strange that the "phonic" should be approved in the other. This will serve as an illustration of what may occur in relation to other subjects.

LONDON SCHOOL BOARD. (ENG.)

The establishment in 1871 of the London School Board and other School Boards in England marked a most important era in English school legislation. It was indeed a "new departure" as unexpected as it was memorable in the social science movements in England.