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JAMES V. WRIGHT, General Manager.

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IN some parts of Manitoba there seems to be a scarcity of qualified teachers, though a large number of schools are closed during midwinter in the rural districts. The question of an adequate supply of suitable persons to take charge of our schools is yearly becoming more difficult of solution. The question must be solved and a supply provided, for the people will not be satisfied with schools without the vitality or teachers without the ability to teach. An increased grant of money to each school will not insure an increased supply of teachers, and it will be wasted without it. About 300 candidates are examined for certificates annually, of whom from one half to two thirds pass and receive licenses for shorter or longer periods. Where are these candidates prepared? What inducements are offered to schools preparing them? How can the supply of properly instructed candidates be maintained from year to year? These questions must be examined and steps must be taken to insure satisfactory answers to them if we expect to keep our schools supplied with teachers able to give the instruction necessary to maintaining the standard of intelligence now existing among the people of Manitoba. The preparation of candidates for examination is done at present largely in the city and town schools of the province, those for the higher certificates being confined to the cities of Winnipeg and Brandon. No special grant is made to any school to aid it in this work and no special effort or expenditure on the part of the local school can be expected or enforced without such a grant.

The high schools of Ontario, the high and superior schools of New Brunswick and the county academies of Nova Scotia are devoted mainly to the work of instructing persons preparing for teaching, their training in the art of teaching being afterwards provided for in the Normal schools. In Manitoba the training of teachers is provided for in its Normal schools, as to the excellence of which there are no two opinions; but the want of proper instruction for candidates before they begin this training is being severely felt and provisions will have to be made for it. The objection usually made to the establishment of high schools is that its necessity is secondary to the establishment of elementary schools, and so it is; but to the extent that high schools supply teachers for the elementary schools, they are necessarily an essential part of an elementary school system. The establishment and adequate support of high schools in this province is the means and only means by which the efficiency of its elementary schools can be maintained, and this it will be the duty of the new legislature to consider at an early date.—*Ex.*

THE final Report of the Royal Commission appointed to inquire into the Depression of Trade and Industry has been recently issued. There are some matters in this report, says the *Educational Times*, of special concern to the schoolmaster. Our trade and commerce, it is alleged, suffer from the lack of mental suppleness in those who are engaged in them, and from an ignorance of the languages, customs, and resources of foreign countries. Dealing with the increasing severity of the competition of foreign countries, and our less favourable position relative to those countries than in former years, the Royal Commissioners remark,—“But, if we do not possess to their full extent the same natural advantages as we formerly enjoyed, we have still the same physical and intellectual qualities which gave us so commanding a lead; and we see no reason why, with care, intelligence, enterprise, and thoroughness, we should

not be able to continue to advance. In order to do so, however, it is obvious that we must display greater activity in the search for new markets, and in the effort to accommodate our productions to local tastes and peculiarities. Even in matters of so little apparent importance as weights and measures, it would seem that our disinclination to adapt ourselves to the requirements of our customers has not been without its effect. In the matter of Education we seem to be particularly deficient as compared with some of our foreign competitors, and this remark applies, not only to what is usually called technical education, but to the ordinary commercial education which is required in mercantile houses, and especially the knowledge of foreign languages.” These remarks are taken from that part of the Report which is signed by the great majority of the Commissioners. Four of the Royal Commissioners dissent from the majority, and make a Report of their own. In this minority Report we find the following paragraph:—“There is one department in the work of elementary schools, which, though of vital importance to the success of our industries, has not yet, we think, received sufficient attention. We allude to the disciplinary training of children. It is a remark often made by experienced managers and foremen in manufactories, that the children who now come to them from elementary schools are not, to say the least, more receptive of that industrial training which is required to make them skilful and active workers than those were who came in former years, equipped with a smaller amount of school learning. We think that the careful and thorough training of children in habits of punctuality and order, of alacrity and diligence, and of close attention and prompt and implicit obedience to instructions, ought to occupy more of the time and thought of teachers in elementary schools; and that its results should be more strictly tested in examinations, and should influence the amount of grants in aid much more largely than is now the case.”