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## The Canada School Journal.

TORONTO, MARCH, 1878.

We hope to be able to furnish our readers in the next and following numbers of the CANADA SCHOOL JOURNAL a series of interesting articles, entitled "Notes on German Education," by Dr. Bayne of Halifax, one of the most brilliant scholars of Nova Scotia; also professional articles by Mr. Calkins, Principal Normal School, Truro, N. S., and Mr. Crockett, Principal Normal School, Fredericton, N. B.

## TEACHERS' SALARIES.

It is cheering to notice that, notwithstanding the hard times, the salaries of teachers in Ontario are, in many cases, steadily improving year by year. This is an evidence that the teacher's position is gradually being duly appreciated. The opening of the County Model Schools has greatly increased the value of First class Certificates. The merits of First class men are now receiving fair recognition. Poor Third class teachers are at a discount, as they should be. There is every encouragement for the live teacher to continue in the profession now. If he fits himself by thorough training and professional reading for a good position, it will be ready for him as soon as he is ready for it. Trustees find that it pays to have a good article in this as in other respects. Ability, training, experience, and enthusiasm formerly went unrewarded in the teaching profession, but the changes in the mode of examining, and other matters connected with the teacher's work and standing, made in the school law during the past few years have altered the aspect of affairs. There is no money better spent than that paid in good salaries to efficient teachers. Rev. T. DeWitt Talmage recently, in speaking of the juvenile criminals in large cities, spoke the following manly words in relation to teachers' salaries:

"If you want these classes redeemed, if you want them lifted up, you must give more attention to your schools and your colleges. I do not think we have ever fully appreciated them.—What is the state of things to-day? At a time when we ought to be more appreciative than ever before of those cultured men and women who, in Brooklyn and New York, are putting forth all their energies of body, mind and soul to educate the young, we are economizing on their salaries. There are fifty directions in which you can economize in Brooklyn and New York—might better economize than in this direction. These men and women already down on starvation salaries—where do you mean to crowd them to? In the name of God I ask it. If you want the rising generation of these cities brought up for God, and if you want crime throttled

and put down, give more attention to your common schools, more attention to your high schools, more attention to your colleges, and encourage all those who with toils indescribable and nervous exhaustion beyond all power of speech to relate—encourage those people who are, amid all these trials, toiling for the elevation of humanity."

## THE UTILITY OF THE INTERMEDIATE.

The Intermediate High School Examination was devised as part of a scheme of payment by results, the immediate and primary object of which was to correct certain evils which had sprung up in connection with the distribution of the Government grant to High Schools. What these evils were, or how far they have been corrected, as the result of the adoption of that scheme, it is not our purpose to enquire. We propose simply to refer to the utility of the examination in its educational aspect, and to point out one or two ways in which it might be made even more useful than it is, as an appendage to our educational system. We freely admit that the institution of this examination, coupled as it is with pecuniary results, has given a powerful impulse to High School work, and entailed a great deal more labour on the teachers. We admit, also, that, like all written examinations, it is not perfect, either as a test of acquired culture or a standard to be kept in view. It is quite possible that improvements may be made in it in the light of experience, and that it may yet be considerably modified for the better. But while admitting all this, we assume that its educational influence on the schools has been on the whole decidedly beneficial, and that it ought to be, and will be, retained as a prominent feature of the system. We need not stop to enquire whether its usefulness would or would not be increased by dissociating it from all idea of money payments, for as the immediate cause of its institution was to afford a more satisfactory basis of distribution for the Government grant, to eliminate the idea of money payments would be to take away its chief *raison d'être*. It is of far more consequence to ascertain how the methods of utilizing the examination may be extended and multiplied, and it is to this aspect of the matter that we desire chiefly to call attention.

At present an Intermediate certificate is regarded as equivalent to a non-professional third-class certificate, and also to a second-class grade B. non-professional certificate. By giving it practical recognition to even this extent the Education Department made the certificate very much more valuable, and therefore very much more desirable in the eyes of possible candidates. The same remark applies to those learned institutions which accept it *pro tanto* in lieu of somewhat similar examinations, in point of difficulty, of their own. The University of Victoria College has done so, and from all we can learn she has already been well repaid for the benefit she has thus conferred upon the High Schools. We are strongly of opinion that other Universities ought to accept the Intermediate certificate in the same way if it were only because they would thereby be conferring an inestimable benefit on schools and teachers as well as on the cause of education generally; but we are also of opinion that they will yet be compelled to choose