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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 explaining 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.

REPORT OF THE MINISTER OF EDUCATION.

We observe that four county model schools were closed during 1882, leaving 46 in operation. From our point of view, this is a step onward, provided the same sum be still spent by the Government on the remainder. If the present grant were given to 25 schools centrally located, thoroughly equipped with men and appliances, and kept constantly in operation, the country would receive more value for its expenditure, and the cause of professional training would be better served than at present. When students have to leave home, a difference of 20 or 50 miles' travelling is a matter of small importance, while the power and unity gained by combining several counties are of first-rate importance. As it is, however, these schools in training about 7,000 teachers in six years have accomplished a great work whose effect would be felt for a generation even were the schools now suddenly discontinued. Perhaps no other educationists on this continent have been more severely overworked and more generally underpaid than the headmasters of our county model schools. In only six schools were they fully relieved of their ordinary classes, in a few they received assistance for two hours each day, and in 24 schools the lecturing and criticising were done after regular school hours. This is an evil of great magnitude, as the inspectors emphatically point out. The proposals to hold an institute for model school masters, and to review literary subjects during the model school course, is impracticable until all the schools provide adequate assistance for the whole session. The qualifications of the masters have advanced rapidly, and they ought to receive every encouragement possible. Better salaries, more assistance, and improved accommodation are evidently called for.

The first report of the inspector of R. C. separate schools contains some interesting items. The total attendance at these

schools was 24,819 for 1882, with an average of a little over 13,000. The total receipts for 1882 were over \$137,000; the amount paid to 105 male and 269 female teachers was \$75,860. Of the 374 teachers, 10 hold first class, 49 second class, and 99 third class Ontario certificates; 34 teachers hold Quebec certificates which the inspector wishes no longer to recognize, the remainder are members of religious communities. Inspector White estimates that about 56,500 of the 85,000 Catholic children in this province attend the public schools. He mentions great lack of uniformity in text-books, "readers of half a dozen kinds, four or five grammars, as many geographies, and so on through the entire list." Mr. White deprecates this confusion, and invites the Department to extinguish the evil. The body of the report contains a few good hints on the teaching of reading, grammar, and history.

The special report of Dr. McLellan is the *piece de resistance*, and is full of instruction and suggestion. We get from it an insight into the working of seven of the leading normal schools in Mass., Conn., and New York. It furnishes the conclusions of an enthusiastic educationist of well known acuteness and ability. As every teacher will peruse it *in extenso*, we need not attempt to summarize, where it will be more profitable to discuss.

Normal schools ought to confine their attention principally to professional training. Dr. McLellan reaches this conclusion from the grounds of expediency and economy, and not from theory and ideal perfection. At the same time he recommends thorough reviews to supplement, methodise, and mature the students' knowledge of the subjects he is to teach. Some of his trenchant remarks cleave down through the incubus that has long obstructed normal school progress in this province. The line of march is clearly indicated, the imperative demand of this province for "strong and cultured men" to train our teachers is distinctly voiced.

In the Boston Normal School students "are taught to observe"—they cannot escape, even if they would, with a mere looking on. They are required to report just what they see and hear in the lesson given by the regular teacher. There is always one at least of the normal school teachers present during the "training lesson." This report is oral, made to the teacher accompanying them, and is merely an orderly statement of what is done and said in the room visited, the teacher filling up the statement, and giving emphasis to points of excellence. This must have as high an educative value as a branch of experimental science.

In our humble opinion this plan of observation and induction will do student-teachers more practical good than cartloads of dry homilies dictated piecemeal, more good than