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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.

### REPORT OF THE MINISTER OF EDUCATION, 1882.

The annual report of Minister Crooks comes to hand more than usually replete with important and interesting information. Under the first head of the report we have a summary of the proceedings of the Education Department for 1882, and it is satisfactory to note that the information comes down to date, and does not, like many reports of former years, convey statistics which have become musty and stale by lapse of time. The opinions and decisions of the Minister on a great variety of questions that have from time to time been submitted to him are given, and will be useful as precedents. In this part we have the course of study for public schools as revised a year ago. It is safe to predict that this programme will have to be re-issued at no distant date in order to supply several minor omissions, and when that is done it will be well to present a fuller statement of details under each subject as a guide to the younger and less experienced teachers. A short explanatory handbook similar to the "Manual of Instruction and Discipline" employed in the primary and grammar schools in the city of New York would be of immense service to our public schools, if the Minister could see his way clear to issue such a guide book to accompany the programme and enter into the particulars of the course to the end of the fourth class. A short clear outline of methods, limits, topics, and a precise statement of the standard of attainments to be aimed at in each grade, would have a very beneficial influence on both teachers and pupils, since it would place before them, with a distinctness impossible in a bare programme, the work to be accomplished and the way in which it could be attempted, with the greatest chance of success during the time allotted. Something of this kind has already been done in portions of the programme for high schools and for first class teachers.

Under this division of the report, we have extracts from the report of the public and the high school inspectors which de-

serve a careful perusal, as coming from men actually in the field, who know what our schools really are, who get their facts at first hand, and thus supply us with data for a clear conception of the state of education in the various districts.

From the statistical part of the report we glean some items which may profitably be compared with the figures from the English report which we give in another column. Total receipts for public school purposes, \$3,259,238. Average cost per pupil in rural districts, \$6.69; in cities, \$8.12; in towns, \$6.13; and for the whole province, \$5.92; which is 23 cents less than in 1876. Average salary of male teachers in counties, \$384; in towns, \$562; in cities, \$755. Average salary of female teachers in counties, \$240; in towns, \$221; in cities, \$330; showing a total decrease in salaries for the province of \$7,161. Total school population between 5 and 16—484,224; within school age and not attending, 29,143. Attendance at public schools, 476,268; at separate schools, 24,819; at high schools, 12,135. We have 5,278 public schools, 195 separate schools, and 104 high schools; and 86 per cent. of these are opened and closed with religious services. It is worth noticing that 81 per cent. of our public school pupils are in the third and lower classes, and 16 per cent. in the fourth class, so that our great want is trained teachers for the elementary classes, and our normal and model schools should govern themselves accordingly. The municipal grants to high schools have fallen off \$21,819, while the fees from pupils have increased by \$2,362, and the total amount of fees collected in secondary schools amounts to \$30,871, from which we may infer that the lament of a few cranks over the expense of higher education is entirely out of place, and their fault-finding the result of morbid ignorance.

On the whole the results are highly satisfactory, but as we have only received the report just as we go to press, we shall be compelled to reserve our remarks on the county model schools, the normal schools, and the special report of Director McLellan for a future occasion.

### REPORTS TO PARENTS.

It is a great mistake for any teacher to assume more than his own fair share of responsibility for the mental and moral progress of his pupils. Parents generally are only too glad to put upon the shoulders of teachers the burdens they themselves ought to bear. For instance, when a boy is habitually negligent of his work, inattentive or disorderly in his class, frequently late, &c., it is the duty of the teacher to inform the parents and thus secure their co-operation in checking the evil, instead of dealing with it single-handed. A very effective method of dealing with laziness, carelessness, inattention, tardiness, &c., is to send the pupil home to his parents requiring him within a reasonable time to return with a note from them showing that they are aware of the irregularity. Sometimes