

# The Canada School Journal.

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## The Canada School Journal

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### 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 1700 NEW SUBSCRIBERS were received from Nova Scotia in January, and 550 FROM NEW BRUNSWICK in February.

—We are indebted to Miss E. Peabody of Cambridge, Massachusetts, for kindly forwarding the article on the Kindergarten which appears in the present issue. Although seventy-four years of age, she with her sister, Mrs. Horace Mann, are still zealously leading the van of American thought on this important subject.

—We insert the communication of Mr. Ireland, regarding the "29th Clause," not because we have any sympathy with his opinions, but because in this as well as on all subjects of importance to Teachers, Trustees, and other School Officers we desire to allow the fullest discussion.

—Michigan University has followed the lead given by St. Andrews, and has established a professorship of "The Science and Art of Teaching," with W. H. Payne, M.A., late superintendent of schools at Adrian, Mich., as its first incumbent. Doubtless other universities in America will follow Michigan.

—At the last meeting of Toronto Teachers' Association it was resolved, "That in the opinion of this association, the elements of some branches of Physical Science should form part of the curriculum of students for candidates for all classes of teachers' certificates." Over four thousand of the teachers in Ontario hold only Third Class Certificates. They were not required to pass an examination in any department of physical science in order to obtain their certificates. Physical science has a place on the programme of studies in public schools. How third-class teachers teach it is a mystery. Leaving out of consideration altogether the amount of useful practical information received in the study of these subjects, it is worth remembering that the physical sciences afford the best means for developing the observant faculties of the rising generation. On this account if for no other reason, they should have a strong claim for recognition on the programme of studies for teachers'

certificates of all grades. In this connection it might be well to mention the desirability of founding school museums of natural history, botany, geology, &c., in connection with public as well as high schools. Such collections increase the interest of pupils in all school work, and contribute no small amount of knowledge and experience to those who aid in establishing them. They also turn the attention of many young minds into channels that are unquestionably beneficial, and enable them to spend with profit to both physical and mental natures, many an hour which would otherwise be thrown away in idleness.

### LORD LORNE'S EDUCATIONAL UTTERANCES.

Although Lord Lorne lacks the easy grace which was characteristic of Lord Dufferin's eloquence, yet he has spoken wisely and well on educational topics, as they have been brought before him in the various addresses presented. We all remember, too, the graceful words of wisdom and counsel which were uttered by the Princess Louise to the ladies of Montreal shortly after her arrival there, on matters of practical education connected with their sphere and duties in life.

From the remarks of Lord Lorne on kindred topics, it is clear that he has made our educational system a subject of study, even before his arrival amongst us. This was obvious from his remarks in regard to it in one of his early replies to an educational address presented to him at Ottawa. He there spoke of the impression which the educational displays of Ontario and Quebec had made upon his mind at Paris, and pointed out what he believed to be the main features and general purpose of the comprehensive scheme of education for this country which he saw illustrated at the great exhibition there.

In his recent utterances at Toronto and London, the same idea as to the scope and object of our educational system appears to have been uppermost in his mind. In this view he was incidentally strengthened by the strong words used in many of the addresses presented to him, in which laudatory references were made to our educational system as a whole. Thus, for instance, in the address at Whitby, His Excellency was gravely informed that in the single county—not Province—of Ontario, there were "three colleges, two model schools, four high schools;" and that the county was "dotted in every direction, with well furnished public school houses."

We do not mean to say that in the opinion of the writer of the address this strong statement was not substantially true, according to our somewhat loose Provincial ideas of "well furnished" colleges, model, high and public schools; but we do say that the statement was quite an exaggeration, so far at least as it referred to rural schools in the country—scarcely one of which is yet anything like "well furnished." That the con-