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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 ~~12~~ 1100 NEW SUBSCRIBERS were received from Nova Scotia in January, and 550 FROM NEW BRUNSWICK in February.

TORONTO, JULY, 1879.

HIGHER EDUCATION OF WOMEN.

The Hon. Edward Blake delivered an excellent address a short time ago as Chancellor of the University of Toronto, and in the course of his speech he touched, amongst other topics, on the higher education of women. He spoke with warm approval of what had been done for their higher education by the Provincial University, and expressed an aspiration for still greater achievements in this direction. His views on this point will be heartily endorsed by all who desire to see a higher degree of culture diffused through this community.

It is a trite saying that in order to produce a well-educated people you must educate the mothers. By their constant association with their children during infancy and early youth they exercise a far more powerful and enduring influence over the intellectual development of their children than fathers, as a rule, do. Any well-educated man—any teacher, for example—can tell in a moment whether the child he is conversing with has an educated or an uneducated mother, but he may be at a loss to predicate anything about the father's intellectual acquirements. If this be true—and teachers generally know that it is—it is easy to understand the vast importance of securing a sound and liberal training for those who have so much to do with training the rising generation.

It must be confessed that, while the Senate of Toronto University is to be commended for what it has done for the higher education of women, it has, after all, done very little. It has, in fact, taken only the first step, and it shows, unfortunately, very little disposition to take the next. It has instituted local examinations, the programme for which covers the Junior and Senior Matriculation work in the University, and it has grouped the subjects in such a way that those who do not feel like taking all the matriculation work may take a portion of it and get credit for what they take. These examinations supply what has long been wanting in connection with the education of girls—a standard to aim at, and a test to be applied. Girls attending High Schools have heretofore been at a disadvantage as compared with the boys of their own age and class, and the want of some such standard has been even more keenly felt by those attending private schools and seminaries. What may be called "boarding school" education has been in the

past very much misdirected; and though some of the institutions referred to have been doing very good work, the great majority of them have always contented themselves with imparting a very superficial and meretricious education. The institution of these local University examinations will effect a sure but probably gradual improvement in this respect. The better schools will make it their business to prepare candidates for these examinations, and the others will be compelled to follow their example or lose their patronage.

All this is matter for rejoicing, but something more still is wanted. The Senate should supplement what it has done by throwing open all its examinations, rewards and degrees to female, on the same terms as to male, students. In this respect the University's prototype in London has set it a noble example that cannot be too speedily followed. Nor should this suffice. The Senate cannot undertake the work of teaching students, but it can very materially aid those institutions which do train young ladies by granting them affiliation, and in this way developing their teaching power. It can also do something in the way of influencing the Legislature in the matter of providing better educational facilities for girls. If female students are not to be allowed to attend lectures in University College—the only one belonging to the Province—then there should be a similar institution provided for them in which they may be able to obtain what they cannot at present obtain anywhere—first-class literary and scientific training. Any movement by the Provincial University in these directions would be hailed with delight by the whole teaching fraternity, and if the hon. and learned Chancellor desires to earn a more enduring monument than he can win by either professional or political success, he has only to throw his great personal weight in the scale in favor of the softer and, in this respect, more destitute sex.

TEACHERS' WORK IN THE HOLIDAYS.

Paradoxical as it may seem, yet teachers should, and "live teachers" do, "work" in the holidays. There is much to do and a short time to do it in. As a matter of fact, however, many teachers have no settled plan or system for "work" in the holidays. This is a serious mistake. Some give themselves entirely up to mere physical and mental relaxation, so called, yet in so desultory a fashion that it is questionable whether or not, in most cases, any positive good results from such relaxation.

Our school law, in wisely and humanely providing that a teacher shall be paid his salary during the period of the holidays, practically regards him as still a "school officer." As such he should not fail to recognize the implied obligation to turn the vacation to good account. The question is, how can this be done?

We may briefly answer. Divide the time of the vacation judiciously, so as to combine real relaxation with practical work. As a rule, remove from the neighbourhood of the school, so as to enjoy a change of scene and association, as well as the companionship of new friends. Select with lighter reading some valuable standard book (which you may have desired