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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 ~~17~~ 1100 NEW SUBSCRIBERS were received from Nova Scotia in January, and 550 FROM NEW BRUNSWICK in February.

—The Schools are again at work. How? The merry boys and happy girls of the holidays have had to come back once more from their freedom and fun to the work of the school-room. To some few the return has been a joyous one; it has not been so to the majority. It should be a willing return, but, in some cases, even this has not been experienced. Why? A few words of advice to teachers may not be out of place at this time: You feel better now than in those weary days before the vacation came. Why? Because you have had more fresh air, and less school anxiety. Show your good sense by continuing to take all the agreeable exercise possible in the open air, before school, during the recesses, and after school; and leave your cares and worries behind you at four o'clock. Do not even grow too anxious about the progress of your pupils, lest the strain on your nervous system should unfit you for the accomplishment of the very work you so earnestly wish to do. You feel strong and enthusiastic now. Do not waste all your strength in a month. Work systematically and avoid rapid exhaustion. You had some difficulties in connection with the discipline of your class last session. Most of them arose from some defects in yourself. Avoid them now. Go to school with a cool head, a warm heart, and a properly nourished muscular, mental, and nervous system, and you will have no great difficulties in managing your bad boys. You travelled in ruts in teaching some subjects last session. Widen them, or get out of them altogether. Read the best educational works you can find; take a good practical educational journal; and take counsel as much as possible from the best teachers you are acquainted with.

—The Ontario School of Art has made a very decided move in the right direction by granting six scholarships to the pupils of Toronto Public Schools annually. The Council has expressed a desire to form a similar connection with the other cities and towns of the province. It is to be hoped that in some way the School of Art may become a part of the Public School system, and exercise a supervising and examination

control of a similar nature to that held in England by the Science and Arts Department. This would do much to place drawing on a proper footing in schools. There is no state or province in the New World which possesses so large a collection of art models as Ontario. They have been gathered with a view to the establishment of a school of art and design. They have as yet exercised only an indirect influence in educating the taste of those who visit the museum at the Toronto Normal School. Why could they not be used in the training of First Class teachers? When a new professional course is prepared for First Class teachers, drawing should be given a position of much greater importance than it has yet received. No subject can be taught with much success in schools unless it is taught by the regular teachers. What if arithmetic were only taught by professional specialists, as has been, and in many cases still is, the case in regard to drawing? The principles of drawing are much simpler than those of arithmetic, and they can be put in practice by teachers more easily and with more uniform success. All that is needed is training of the proper kind. We hope the Minister of Education may be able to utilize the magnificent collection of art models in the museum in Toronto by connecting them with the educational system, not merely at its top, but at the bottom, so that their influence may be directly felt in all grades of schools in developing a higher and purer taste, and in giving all classes of the community a knowledge of industrial art.

—The College of Preceptors is one of the most important institutions for training teachers in England. Although not a part of the national system of education, in the strictest sense of the term, it is recognized by the leading educators in and out of Parliament as of great service in furnishing competent teachers for the middle class schools. The Right Hon. W. E. Foster recently presided at the distribution of prizes and certificates by the College. In the course of his address he said, that "during the 30 years that the college had been established it had been instrumental in doing good work, and he congratulated its officers on the success which had waited on their efforts. This was the first body, apart from the great State system, that had looked not only to the requirements of teachers, but to the practice of teaching. During the last ten years the examination had been one of the most stringent character. Their example would be followed by both Oxford and Cambridge, and he was glad to learn a few days ago that Cambridge had actually commenced working on the same lines. (Cheers.) In examining schools, so as to test the powers of teachers, the College of Preceptors exercised a great and beneficent power over the education of the country. The schools over which the College exercised its influence formed what was technically known as the third grade, which meant schools for