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THE RELATION BETWEEN THE UNIVERSITY AND THE HIGH SCHOOL.

The enormous increase which has taken place this year in the number of candidates for junior matriculation in the Provincial University, suggests the propriety of modifying somewhat the relation subsisting at present between that institution and the High Schools. It would be a great mistake to suppose that the only, or even the principal, function of these schools is to prepare pupils for a Collegiate or University course, but that is, nevertheless, a very important part of this work; and in the interest of both the University and the Schools, of the teachers as well as the pupils, it may fairly be questioned whether the time has not arrived for making a very important change.

The University course at present covers four years, the first of which is a mere extension of Junior Matriculation subjects, with the addition of Trigonometry. Moreover, in all essential respects, the work for the First Year, or Senior Matriculation, coincides, or may easily be made to coincide, with that of the Upper School in our High Schools. Now, it is well known that the great majority of the successful candidates at Junior Matriculation afterwards attend lectures in University College, and that they go over just such work during their First Year as they would go over if they went back to school. This, on the face of it, seems to be a most un-called-for waste of teaching power, unless it can be shown that the teaching in University College is of such a character that, for the end in view, cannot be equalled in the High Schools and Collegiate Institutes. But the very reverse of this is the case, as every practical teacher knows. What is wanted at that stage of the candidate's training is drilling, and for drilling there is neither time nor inclination at the College. Many of the candidates come up with a very defective knowledge of Classics, for example, and if allowed to go on with their studies at College these defects will, ten chances to one, remain uneradicated, while if sent back to their schools for a year they would come back vastly improved. The same is

true, to a greater or less extent, of every subject in the curriculum, but particularly so of foreign languages.

Why not drop the first year from the University course altogether and commence with what is now called the Senior Matriculation? What would be the effect of such a change? In the first place, University College would be greatly benefitted by the exemption its teaching staff would obtain from teaching mere rudiments instead of more advanced work. This would enable the Professors to overtake work they find it utterly impossible to attend to under the existing arrangement, and would elevate enormously the character of the College teaching, as a whole, besides affording more leisure and better opportunities for original research. In the next, it would confer a great benefit on the High Schools by throwing on them the work of preparing candidates for a higher examination. Few of our High Schools are able to keep in existence an Upper School worthy of the name. In very few of them are the Natural Sciences taught to a more than nominal extent. Take a school, for instance, that sends up, as several of our High Schools do, an average of at least five matriculants. In the course of time the addition of these pupils would not only greatly increase the numbers in the latter, but would add greatly to the prestige of the school, and enable it to appeal more successfully than it can now do for popular support.

The approaching meeting of the Ontario Teachers' Association, and especially of the High School section of that body, might very profitably, it seems to us, be taken advantage of for the purpose of bringing this question into the prominence it deserves. If the time has not come for action, it is not too soon at all events for discussion, and the sooner the latter is begun the better.

COUNTY MODEL SCHOOLS.

It is safe to say that no single step in advancement ever made by the Education Department of Ontario gave such universal satisfaction as that taken by Mr. Crooks, when he established the County Model Schools for the professional training of Third Class Teachers. Trustees, parents, and the teachers themselves, are of one mind in regard to the wisdom of the step, in nearly every portion of the Province. The County of Wentworth has earned unenviable notoriety by its action in refusing to make a grant to the Hamilton Model School. Doubtless they were prompted to take this step because Hamilton is a separate Municipality. They should not have forgotten, however, that the County receives the greater portion of the benefit derived from the training of the Third Class Teachers in Hamilton. Hamilton provides the accommodation for teaching its own pupils without expecting any aid from outside. It is behind no other municipality in this respect, but Wentworth should not expect Hamilton to do missionary work by training teachers for the County as well as for itself. One hundred dollars per annum is a small sum for the County to pay for the return received. When the Council decided not to aid in equipping and carrying on the Model