

Mr. A. Reid, B.A., Gold Medalist, Toronto, has been appointed Mathematical Master of Sarnia High School.

Inspector Huron, through illness, desired the County Council to permit him to engage a substitute at his own expense. This was refused, with the intimation that as he was studying for the law, he ought to resign.

Mr. J. M. Buchan, Principal of U. C. College, also first English Master, receives as salary \$2,500 and a fine residence.

Dr. Tassie, till lately Principal of the Galt Collegiate Institute, in rebutting attacks made on him by the Mayor, says: "One word as to my salary. It was nominally \$2000, but mark:—I furnished the Board every year with sums varying from \$1,000 to \$1,400 in payment of it, so that they had merely to furnish the balance. I may here state that during my entire career at Galt I never had a pupil taught by myself plucked at an examination, save one, and then I was associated with another master, and there was a want of capacity besides." "After totally disregarding my advice in everything, and treating me with insolence and insult, assurance can reach no greater height than by charging me with the consequences of its own acts." Nevertheless, I alone brought the Institute at first amid opposition to the front, side by side with institutions heavily endowed with public money, or supported by powerful ecclesiastical corporations.

We are pleased to note that the salary of J. B. Somerst, Esq., Inspector of Schools, Winnipeg, has been increased from \$1,000 to \$1,500.

The Board of Education, Guelph, lately advertised for a male teacher, holding a Second-Class Certificate of Qualification, at a salary of \$550, and received sixty-one applications, some of these holding First-Class Certificates. The Board has opened night classes for young men. On the first evening 55 names were enrolled, and the number has since increased to 83. The subjects taught are Reading, Writing, Grammar and Composition, Arithmetic, and Book-Keeping. Beatty's copy books have been introduced.

OTTAWA COLLEGIATE INSTITUTE.

OTTAWA, 21st February, 1882.

To the Editor of the Canada School Journal:

DEAR SIR,—At a meeting of the Trustees of the Ottawa Collegiate Institute held yesterday, the enclosed resolution was adopted and I was instructed to furnish you with a copy of the same.

Yours truly,

JOHN PENNOCK, Secretary.

[COPY OF RESOLUTION.]

OTTAWA, 20 February, 1882.

At a meeting of the Board of the Ottawa Collegiate Institute, held this day, the following resolution was unanimously adopted:—

Moved by Mr. Wm. Pennock, seconded by Rev. D. M. Gordon, B.D., "That the Board of Trustees of the Collegiate Institute, Ottawa, has learned of the death of the Rev. Egerton Ryerson, D.D., with deep regret, and that it desires to give expression to its sense of the valuable services rendered to the cause of Education in the Province of Ontario, during the long period of his incumbency as Chief Superintendent—services resulting in the present system, quilt up with unwearied patience, care, and ability, which while it will leave its impress on the minds of our people for all time, will form an imperishable monument to his memory.

"That the Secretary be instructed to forward copies of the foregoing to the family of the deceased, and to the CANADA SCHOOL JOURNAL, Toronto."

Certified a true copy.

JOHN PENNOCK, Secretary.

NOVA SCOTIA.

The Report of the Superintendent of Education for the year ended October 31st 1881 was laid before both branches of the Legislature on the 16th inst. The Superintendent reports for the year, as compared with the preceding one, and for each term of the year, as compared with the corresponding term of its predecessor, an increase in the number of schools in operation, of teachers employed, and pupils employed, and of pupils in attendance. During the Winter Term there were in operation 1763 schools employing 1824 Teachers, and during the Summer Term 1877 schools employing

1938 Teachers. Of the Teachers engaged in the Winter Term, 28 held Academic, 312 First Class, 788 Second Class, and 660 Third Class Licenses. Of those engaged in the Summer Term, 25 held Academic, 294 First Class, 807 Second Class, and 779 Third Class Licenses. For the Winter Term, 746 Teachers were Males and 1042 Females, for the Summer Term, 682 Males and 1223 Females. The number of pupils registered at school for the respective terms was 77468 and 80189; and of different pupils for the entire year, 98148 or 1 in 3.9 of the population according to the census of 1871. The total Government Expenditure for Education for the year is put down as \$185,518.80 as compared with \$196,217.98. The reduction is chiefly attributable to the lapse of grants to Colleges. It is announced that the Council of Public Instruction has amended the Regulations of the Provincial Normal School of making attendance for a full annual session necessary for professional classification. The Institution is represented as in a highly prosperous condition. The report deals fully with the important question of a course of study for the Public Schools. A course for Common Schools as authorized by the Council of Public Instruction is published and one for High Schools announced as in the near future. The principles underlying the prescribed course are discussed by the Superintendent with considerable fullness. He claims that—"It is based on a rational conception of the scope and attainable ends of a common school system. Its framers were convinced that it would be in the highest degree prejudicial to the educational interests of the Province to attempt to convert its schools, primarily designed to impart fundamental instruction of universal utility, into institutions furnishing special training for special pursuits. Recognizing the public school as existing for the general good, their prime aim was to make it, so far as its curriculum of study is concerned, of the greatest possible value to the great majority of its pupils. They assumed as a fundamental postulate that there is knowledge within the power of the common school to impart which is desirable for all, so desirable in fact that it is a shame and a national misfortune that any of the future citizens of a responsibly governed country should grow up without it; and that it is the primary function of the Common School to impart this knowledge, whose value is entirely independent of the prospective calling of its possessor. For imparting such knowledge the course makes, in my opinion, judicious and ample theoretic provision. To have proceeded otherwise, to have made the interests of some particular pursuit or pursuits the controlling principle, would have been to sacrifice the greater for the less without any rational prospect of securing even the less." The course, however, shows that the framers are in full sympathy with natural methods of instruction. As the Superintendent observes, "They felt bound to weigh most thoughtfully the question whether our Common School instruction might not fairly be asked to do much more than it has been doing to indirectly foster and enoble those industrial callings by which so large a portion of the people of Nova Scotia must continue to earn a livelihood. A careful collation of facts relating to our ordinary school work showed that beyond all question it was to an extreme and injudicious degree bookish or literary, leaving untrained and undeveloped the very faculties which are most active in childhood and which are most directly related to industrial processes and pursuits. The high educative value of the neglected studies was also an element not to be overlooked. The course, therefore, provides that to a large extent certain elements of technical knowledge which are of general application and utility, as well as the elements of the physical and natural sciences, shall henceforth have a distinct recognition in the schools of Nova Scotia. It is scarcely necessary to observe that the scientific and technical instruction embraced in the course is not of the formal and elaborate character suited to the lecture room of the University, or the laboratory of the School of Technology. It is the lower preceding the higher, nay, it is the very lowest preceding that which is only a little higher. Yet, it is on these simple Object-Studies faithfully carried out under the directions of the teachers in full sympathy with both youth and nature, that we must depend for the provision of material by operating on which our projected Schools of Technical Instruction can alone be made real blessings to the country. The history of industrial development in other lands teaches lessons which we cannot afford to neglect."

Mr. Harrington's Bill, designed to promote a better attendance at school, did not become law at the recent session of the Legislature. On its second reading being moved, it secured a calm and pretty thorough discussion, and elicited expressions of approval from several members of influence. The Hon. Attorney General while complimenting the introducer of the measure on his philanthropic earnestness, suggested that the further consideration of the