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Recommended by the Chief Superintendent of Education, P. E. Island.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

THE DIVISION OF LABOR IN PUBLIC SCHOOLS.

We need not discuss the question so far as high schools are concerned. There is scarcely a high school left in which the division of labor has not been minutely carried out. One master teaches classics and nothing else, another mathematics and nothing else, a third history and geography, a fourth French and German, and so on in proportion to the strength of the staff. It was not always so in our high schools, but after ten years' experience it is safe to say we shall never return to the mixed system of organization. The advantages of a well-considered division are too patent, the excellent results too manifest, to admit of the least doubt. The few schools in which the mixed system still prevails are left hopelessly in the rear by smaller and more vigorous schools in which each teacher is held strictly responsible for a closely defined portion of the programme.

Why has not the principle been applied to the primary as well as to the secondary schools? It has been *partially* applied with the very best results. In all our schools employing more than one teacher, the pupils are more or less strictly graded, thus making a valuable limitation of the ground to be cultivated by each individual teacher. Further, in a considerable number of town schools there are special teachers for writing and book-keeping, drawing and music, and drill and gymnastics. So far as it has been carried this subdivision of labor has worked admirably, and we are not aware of a single instance in which it has been subjected to hostile criticism or its utility even called in question. In every department of manufacture, agriculture, etc., the principle is fully acknowledged, and writers on political economy furnish the most striking illustrations of its power and

efficiency. In fact, it is generally conceded that the advancement of a given society in civilization is almost exactly proportional to the progress of the division of labor amongst its members.

We are of opinion that the time has come for a more thorough application of the doctrine to the work of education in the majority of our public schools. All men are not good for everything. Few teachers can handle all subjects equally well; most teachers are at their best in only one or two branches for which their tastes and natural endowments have specially fitted them. The skill attained by "specialiation of functions" in all manual industries is well known. Remarkable skill is equally attainable by the special teacher who concentrates his whole attention to one branch of instruction. Extraordinary power and impressiveness in number and language lessons have resulted from "specialiation" if we can believe the recorded instances in the very few primary schools where the system has had a trial.

Some of the advantages are manifest. Constant variety is produced; no teacher remains long enough with any one class to become wearisome. Unity of method in the same branch is followed throughout the whole school, so that as pupils pass from grade to grade, no time is lost in becoming familiar with new plans of instruction. Each teacher watches the progress of pupils for several successive years, and a deeper bond of sympathy and love is established than can possibly exist when the acquaintance lasts only half a year before the pupil is drafted off to a higher grade and a new teacher. There is an immense economy of energy in the matter of preparing lessons for next day's teaching; none of the work requires to be duplicated by different teachers; more time and attention can be given both to matter and to method by each teacher, and higher skill in presenting the subject attractively, forcibly, impressively, naturally results. Responsibility becomes more direct; teachers have a greater interest in working up their special department, and they begin to vie with each other in securing excellence both in themselves and in their pupils.

Incompetent teachers and lazy or backward pupils are more speedily detected, and the proper remedies can be applied to correct shortcomings. With a well-matched teaching staff the change from class to class keeps the teacher mentally alert and prevents that feeling of monotonous drudgery which is another name for death, while the appearance of a fresh instructor and a new subject acts as a stimulant to pupils equal to the exhilaration of five minutes' recess.

Will the discipline suffer deterioration by this system? We think not; the experience of the high schools does not indicate any danger in that direction. Each teacher takes charge of the department of one class, and any misconduct in that class is reported to this teacher to be dealt with as the case may require. A weak teacher and bad disciplinarian of course will not secure order and attention under any system, but the failure is more certain to be brought speedily under the notice of the principal