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

TORONTO, JUNE, 1879.

HIGH SCHOOLS.

The 29th clause of the School Bill passed during the last session of the Ontario Legislature, is already bearing fruit. The Toronto Collegiate Institute is an exceedingly modest institution for the commercial and educational centre of the Province of Ontario. Several small towns in the province have finer buildings for their High Schools. It has been found too small, for some time, to accommodate those who were applying for admission. The trustees recently applied to the City Council for the sum of \$7,000 for the purpose of making the much needed addition to the building. Of course the money was refused. The City Council did what they never should have had the power to do, and for a time crippled one of Toronto's most worthy institutions. We say "for a time," because we have the fullest confidence that the intelligence of the people of Ontario will speedily demand the removal of the "29th clause."

In declining to grant the sum required, one of the aldermen claimed that the school was as large as it should be. The estimates had to be reduced, the civic ship had to be lightened to make her float, and education was the first thing thrown overboard. Intelligent people would be disposed to smile at a crew who would attempt to lighten their vessel by throwing her compass overboard.

There is no doubt that great as is the injury caused by the clause named to the Public Schools, it is the High School System which will receive the severest shock—it is so easy to fasten the fallacy in the minds of many people who give little attention to the subject, that the state or municipality is only responsible for giving a good Public School education to the children of its citizens, and that those who desire anything more should pay for it. It is astonishing, too, how readily the humbler classes receive this dangerous philosophy. They do not seem to realize that it strikes most directly at what they should regard as one of the most sacred rights of their families—the privilege of receiving, not a merely elementary education, but a thorough mental training, free, or very nearly so, in the national schools of their country.

As a statement, in brief form, of the claims which the High School System has on the state, the following by the Rev. Joseph Cook, of Boston, is the clearest we have seen:

1. The education of poor children is the Plymouth Rock of American liberty.
2. No more mischievous lie is in public circulation than the assertion that the high schools are maintained by the poor man's money. The poor man pays only a poll tax. The rich support the schools.
3. The education of poor children, until they show of what they are capable, is the only measure that can give the state the full strength of its citizens.
4. Children are not educated to this degree in the common schools; but the abler of them may, in the high schools, awaken to a consciousness of their own capacities.
5. So far from its being an objection to high schools that they teach the poor and ignorant to be dissatisfied with their condition, the merit of high schools is that they awaken in poor children that have capacity a dissatisfaction with their condition and an omnipresent spirit of aspiration and self help.
6. Educated only in the rudiments taught in the common schools, the mass of poor children, even when of equal natural ability with the sons of the rich, are not likely to obtain an equipment that will enable them to compete with rich men's children, educated well.
7. The abolition of the high schools, open to the poor, tends, therefore, to widen the chasm between the children of rich and poor and to make of the latter an inferior class.
8. American institutions cannot bear the existence of permanent and hereditary class distinctions, based merely on birth and wealth.
9. The high schools are needed as much as military, naval, and agricultural schools. The latter are supported at the public expense and only a few attend them. The benefit they confer on the whole people is the justification of the tax on the whole people for their support.
10. The high schools are the nursery of that united citizenship which is essential to the perpetuity of American institutions.
11. The high schools are the indispensable nursery of teachers for the public common schools.
12. They are the nursery of industrial schools and of the inventors, who spring from the ranks of labor.
13. They are the nursery of colleges, and of the lawyers, physicians, and preachers, which the colleges help to prepare for the service of the people.
14. Secondary instruction gives civilization the benefit of its best leadership. It is a silver link between the iron link of primary and the golden link of liberal education, and gives the best public men a connection closer than they would otherwise have with the masses, and gives the masses a confidence they would not, in America, otherwise attain in their best educated public men.
15. High schools are opposed by and to sectarians, who wish to have all instruction in their own hands, and who attack the common schools, which are the corner-stone of American civilization.

TEACHERS' ASSOCIATIONS.

There is no doubt that teachers can themselves do a great deal to secure a proper appreciation of their services by society. That teaching has not received due recognition as a profession, is owing, to a certain extent, to the lack of unity of purpose and fidelity to each others' interests by teachers themselves. Teachers' Associations are developing professional spirit on the part of those who attend them; a greater degree of enthusiasm is manifested by teachers in their work in the schoolroom, and a correspondingly increasing value is set upon their labors. County Model Schools and County Associations conducted so regularly under the regulations of the Educational Department are doing excellent service in securing these and other desirable ends.

There is work, however, of a wider character than that performed by County Associations which requires to be done. It is desirable that an educational parliament should be held annually to take into consideration the great questions directly and indirectly affecting the education of the province as a