

The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1878.
Recommended by the Minister of Education for Ontario.
Recommended by the Council of Public Instruction, Quebec.
Recommended by Chief Superintendent of Education, New Brunswick.
Recommended by Chief Superintendent of Education, Nova Scotia.
Recommended by Chief Superintendent of Education, British Columbia.
Recommended by Chief Superintendent of Education, Manitoba.

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 EDUCATION DEPARTMENT REPORT.

This report, which has just been laid before the Local House, deserves the attentive perusal of all interested in upholding that system of Canadian National Education which we believe to be the most important factor in the evolution of the future of our country. The educational system of our Public Schools is the one feature in the Government of Canada which has received the enthusiastic approval of the leading educational writers and thinkers in Great Britain and America. To quote an unimpeachable authority of the highest class, the *Educational Times*, of London, Eng., speaks of "that admirable system of public instruction which has placed the Dominion of Canada so high as regards Education, not only among the British Colonies, but among the civilized nations of the world." Our JOURNAL is essentially non-political, and we are supported by the general voice of the press of Canada in maintaining the principle that the Education question shall not be dragged into the arena of politics to be a target for the professional mud-throwers of party. Their cue is to magnify ephemeral grievances, to resurrect dead issues such as the University Professor question, and to circulate statements such as those respecting the Central Committee, whose untruthfulness has been proved again and again in the columns of this Journal. But in order to judge the question upon its real merits, it is necessary to look away from this or that detail to which exception is taken, to the general result of the work achieved since the Minister of Education entered office. The Report now before us gives ample material for forming an opinion. There may be details in our School system in which improvement is desirable, but no system will benefit by change for the sake of change; by that constant tinkering of political fault-finders, whose animadversions on the Education Department are like those of the Art-critic in *Punch*, who in reply to the artist asking whether he could suggest any change in the pictured under consideration, said "You have made the Duke standing and the Duchess sitting

down, now could you not make the Duchess standing, and the Duke sitting down."

The following is an abstract of the portion of the report most interesting to teachers and trustees.

1. The amount apportioned from the Legislative grant was \$252,564—decrease \$5,794. The apportionment is made to the several Counties, Townships, Cities, Towns, and Incorporated Villages, according to the ratio of the population in each, as compared with the whole population of the Province. The principle of distribution is according to the average attendance and the time of keeping open the Schools, Public and Separate, in each Municipality.
2. The amount apportioned from the Legislative grant (through the Educational Depository) for the purchase of maps, apparatus, prize and library books, was \$12,890—decrease, \$2,866.
3. The amount from the County Municipal Assessment was \$874,071, showing an increase of \$1,716.
4. The amount available from Trustees' School Assessment was \$1,433,153—increase, \$27,466.
5. The amount from Clergy Reserves Moneys, and from other sources, applied to School purposes in 1879 was \$654,050—decrease, \$40,934.
6. The total receipts for all Public School purposes for the year 1879, amounted to \$3,226,730, showing a decrease of \$20,591 below the total receipts of the preceding year.

The School population (comprising only children between the ages of five and sixteen years) reported by trustees was 494,424—increase, 2,064.

The number of pupils between the ages of five and sixteen years attending the schools was 367,845—increase, 412. Number of pupils of other ages attending the schools, 19,167—decrease, 2,415. Total number of pupils attending the schools, 487,012—decrease, 2,003.

The number reported as not attending any school is 27,409—decrease, 6. These were between the ages of seven and twelve years, during which school boards and trustees are required by the Public Schools Act to see that all the children in their school districts attend school for four months in the year.

Number of Teachers, Male and Female.—In the 5,123 schools reported, 6,596 teachers have been employed—increase, 123; of whom 3,153 are male teachers—increase, 93, and 3,443 are female teachers—increase, 30. It will thus be seen that there are about 300 more female than male teachers.

Annual Salaries of Teachers.—The highest salary paid to a male teacher in a county, \$900—the lowest, \$135; in a city, the highest, \$1,000—the lowest, \$250; in a town, the highest, \$1,000—the lowest, \$200. The average salary of male teachers in counties, was \$383—of female teachers, \$249; in cities, of male teachers, \$662—of female teachers, \$296; in towns, of male teachers, \$616—of female teachers, \$270: of the 3,153 male teachers, 10 received salaries ranging from \$901 to \$1,000; 19 from \$801 to \$900; 35 from \$701 to \$800; 45 from \$601 to \$700; 164 from \$501 to \$600; 908 from \$401 to \$500; while 1,972, or the great majority, were paid \$400 and under. The average increase of male teachers' salaries for the province during 1879 is \$8 per male teacher.

TEXT-BOOKS.

In the new regulations on this subject, Mr. Crooks endeavors to legislate on what has hitherto been the unsolved problem of educationists, namely, how to diminish the continual change of text-books as much as is consistent with educational progress, and how to secure in the text-books in use the minimum of price with the maximum of excellence. The first of these conditions is already insured by the regulation which the Province owes to Mr. Crooks, making any change in text-books depend,