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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.

ENTRANCE EXAMINATIONS.

In the Report just presented the Senior Inspector discusses this topic at some length. With respect to the examination for admission, he observes that the principles of elementary arithmetic are really few and simple, and that with the improved methods of teaching that subject, the slightly higher standard recently adopted has had a perceptibly beneficial effect. He thinks that the adverse criticism of the arithmetic papers has been confined to a few habitual complainers. A better style of exhibiting the work on paper has been attained, but there is still greater improvement needed in this respect. We fear the root of the evil lies in the teachers, and we cordially invite attention to the undoubted fact that neatness and accuracy go hand in hand in all mathematical studies. Teachers cannot insist too strongly upon having neat work and logical arrangement of all processes. Pupils must be trained to put down the whole work, even the simplest steps, if they are to secure a thorough grasp of the subject. No other time in school is spent to better purpose, than that occupied in making pupils write and re-write on the blackboards or on paper, neat, clear, logical statements of their arithmetical work. It is a piece of training that will be valuable for life, no matter what position the pupils may afterwards be called to fill. It is the best practical cure for careless and slipshod thinking. The Inspector thinks there is no force in the objections to the "outline plan" of teaching history to beginners. On this point, as our readers are fully aware, we hold a different view. We hope to see the course for public schools limited to a special period, say from 1688 to the present time, so that the pupils may gain a real knowledge of the social and political state of England during at least one period. No one pretends to say that under the present plan anything more than "drum and trumpet history" can be possible.

In literature, the present selections are admitted to be very poor, and a separate collection of choice pieces is proposed. This is certainly a good suggestion, especially if the proposed selections were to be made sufficiently numerous to admit of new work for, say, three succeeding examinations. On the papers it would be well also to insist upon the pupils being able to quote from memory most of the pieces set down for study. A pupil's vocabulary is very little enlarged by such a mere study of words as comes to him from the mastery of a spelling book. In this connection it would be well also to exact prose as well as poetry. The reading book should be used for its legitimate purposes alone, and boys and girls should be able to read any page of their fourth reader with a fair amount of intelligence and expression, instead of knowing only the few lessons studied as literature. In reply to numerous enquiries we give in another column the literature selected from the readers for the next examination, which will be held Thursday and Friday, July 3rd and 4th.

DRAWING.

The Normal Schools are now turning out teachers qualified to teach elementary drawing with considerable skill. This will prove the real fulcrum by means of which the standard of attainment will be successfully elevated throughout the schools. The subject is so pleasant that it is virtually a recreation in school, and a little leaven will be sufficient to leaven the whole lump. Just as soon as our teachers fairly discover the simplicity of the thing they will everywhere begin to use it as a relief from the monotony and tedium of ordinary school drudgery. Penmanship will receive an immense stimulation, and lack of style and neatness in mechanical work will cease to be a standing reproach to our excellent public schools. If geometrical drawing could be well taught in all the high and county model schools also for the next two years the effect would be felt in the public schools for many years to come. Wherever it has been tried it has been found that the youngest children soon become fond of the drawing lesson and spend happy hours over it, while, at the same time, they are cultivating their taste, developing ingenuity, securing dexterity of the hand and quickness and accuracy of the eye.

In the Report for the current year, Dr. McLellan points out the special disadvantages under which the subject has been placed. It has been encouraged, but only nominally. It has not been allowed to become a mark-earning option. There is a continual demand for so-called practical education, and yet drawing, which is really the basis of manual and designing skill, has been either wholly ignored, or only nominally encouraged. There is not a single occupation in this country in which an elementary knowledge of the subject is not of great practical utility to the possessor. The farmer has need of it a hundred times a year, and often has to pay dearly for