

Departmental Regulations

TEACHERS' READING COURSE.

The Course of Study and Training prescribed for teachers by the Education Department is designed as a test of their ability to teach intelligently every subject on the Programme of Studies for Public Schools. It is presumed that in obtaining the knowledge requisite for this purpose a desire has been implanted for higher attainments, and that in no case will the mind be allowed to lapse into a state of dulness or inactivity. The experience, however, of many of our best teachers shows that the tendency of their daily duties—largely because of their routine character—is to produce that mental lassitude so fatal to all intellectual culture and development.

By the establishment of Teachers' Institutes this tendency has been to a large extent corrected. They have already, by means of mutual association and the friendly discussion of educational matters, stimulated many to greater exertion, and aroused the enthusiasm of even the most zealous members of the profession. But the Institute, valuable as it no doubt is, can do but little comparatively towards supplying that mental equipment which every teacher so much requires. Two or three days in the year should not suffice when the harvest is so great and the consequences of its not being garnered so disastrous to society. There is then but one alternative—the teacher must himself become a student. With him mental torpidity must be impossible. After setting apart as much time as may be necessary for rest and recreation, he should apply the remainder in preparing for the school room by private study. If he is to stimulate others, his own mind must be active.

In order to give definiteness to the efforts of teachers in this direction I have arranged a Course of Reading, by means of which, while not ignoring professional obligations, they may carry on daily the work of self-culture and at the same time learn to regard their vocation from a higher standpoint. The Course extends over three years, and embraces pedagogy, science and literature. It can be mastered in the allotted time, without difficulty—one hour per day being quite sufficient. It will be observed that the books in the Professional Course are those already used at the Normal School and Training Institutes, so that by taking them up in the Reading Course the work required for entering the higher grades of the profession is simply prepared in advance.

As the Course is purely voluntary no examination will be held in connection with it. Should, however, the teachers of any Inspectorial Division agree to read the course with this end in view, and should the County Board of Examiners make adequate provision for such examination, the Department would recognize by special certificate this additional element of professional culture. Such a certificate would no doubt be duly appreciated by Trustees and the public generally, as it would entitle the holder to a strong claim upon their liberality. It will be the duty of the Directors of Teachers' Institutes to make such comments and give such directions to teachers in regard to the best methods of profiting by this Course as they may deem expedient.

In recommending to the profession the Course of Reading outlined, I do not wish to be regarded as imposing a task from which there is no advantage to be gained. The status of the teacher depends mainly upon his own exertions. To repress his individuality, or by Departmental restraints to endeavor to make each teacher the counterpart of every

other, would be to secure uniformity by the sacrifice of power. I fully recognize that each member of the profession is a separate and distinct unit. To direct these separate units in such a way as to conserve their force for the public good and their own prosperity is the only object in view. Whether successful or not in this will depend upon their co-operation, the experiment is, at least, worth trying.

GEO. W. ROSS, *Minister of Education.*

Toronto, Nov. 10th., 1885.

LIST OF BOOKS RECOMMENDED.

NOTE.—It would be well for teachers of each class to confine themselves to the Course of Professional Reading prescribed for their particular class. In the other subjects it is recommended to take one-third of the books in Science and Literature each year.

PEDAGOGICS.

Third Class Teachers.

(Two books to be taken in one year in the order given.)

1. Outlines of the Study of Man—*Hopkins.*
2. Lectures—*Fitch.*
3. Educational Reformers—*Quick.*
4. Psychology of Cognition—*Jardine.*
5. Education as a Science—*Bain.*
6. Education—*Spencer.*

These text books are all on the Normal School Course for Second Class Teachers.

Second Class Teachers.

(Two books to be taken in one year in the order given.)

1. Systems of Education—*J. Gill.*
 2. Lectures on the History of Education—*Jos. Payne.*
 3. The action of Examinations—*H. Latham.*
 4. School Management—*Joseph Landon.*
 5. Teachers' Manual and Method of Organization—*R. Robinson.*
 6. Culture Demanded by Modern Life—*E. L. Youmans.*
- The text-books named are all on the Professional Course for First Class Teachers.

First Class Teachers.

1. Psychology—*Sully.*
2. Greek Education—*Mahaffy.*
3. History of Pedagogy—*Hailman.*
4. Mental Physiology—*Carpenter.*
5. Education and Educators—*Lay.*
6. The Schoolmaster—*Ascham.*

PHYSICAL SCIENCE AND NATURAL HISTORY.

(Six books to be taken in one year in the order given.)

1. The Fairy Land of Science—*Buckley.*
2. Ants, Bees and Wasps—*Sir John Lubbock.*
3. Sound Bodies or our Boys and Girls—*Blaukie.*
4. Forms of Water—*Tyndall.*
5. Physiology—*Huxley.*
6. Heat as a Mode of Motion—*Tyndall.*
7. Methods of Study in Natural History—*Agassiz.*
8. Homes without Hands—*Woolfs.*
9. Elements of Physical Geography—*Geikie.*
10. Physical Geography of the Sea—*Maury.*
11. The Races of Man—*Peschel.*
12. Connection of the Physical Sciences—*Somerville.*
13. Common Sense of the Exact Sciences—*Clifford.*
14. Physical Forces—*Faraday.*
15. The Sun—*Praeger.*
16. Wild Animals, their Life and Habits—*Wolf.*
17. Flowers and their Pedigrees—*Grant Allen.*
18. Health—*Corfield.*

LITERATURE AND HISTORY.

(Eight books to be taken in one year in the order given.)

1. Julius Caesar—*Shakespeare.*
2. Every-day English—*R. G. White.*
3. Selections from Wordsworth—*Matthew Arnold.*
4. Milton and Wordsworth—*English Men of Letters.*
5. Industrial Biography—*Smiles.*
6. Short History of the English People—*Green.*
7. Montcalm and Wolfe—*Parkman.*
8. The English Constitution—*Bagshot.*
9. Macaulay's Life and Letters—*Trevelyan.*
10. Getting on in the World—*Matthæus.*

11. Walks about Rome—*Hare.*
12. Words and their Uses—*R. G. White.*
13. Johnson's Chief Lives of the Poets—*Matthew Arnold.*
14. Expansion of England—*Seeley.*
15. Words and Places—*Taylor.*
16. English Literature (concise)—*Laine.*
17. The United Netherlands—*Wells.*
18. Oliver Cromwell—*Caslye.*
19. Life of Johnson—*Boswell (Murray's Edition).*
20. Language and Languages—*Farrar.*
21. Paradise Lost—*Milten.*
22. Life and Correspondence of Thomas Arnold—*A. P. Stanley.*
23. In Memoriam and the Princess—*Tennyson.*
24. Nicholas Nickleby—*Dickens.*

COLONIAL AND INDIAN EXPOSITION, LONDON, ENGLAND,

1886.

The following Circular has been issued to Public and High Schools by the Education Department.

Toronto, 5th October, 1885.

SIR,

I am directed by the Minister of Education to state that it is the intention of the Education Department to make an effort to represent the educational progress of Ontario at the Colonial Exhibition, to be held in London next year. Although the statistics, which may be easily compiled from the Reports in the Department, exhibit the most gratifying progress, still it is desirable to submit examples, so far as practicable, of the actual work of our Public and High Schools. The subjects in which this can most conveniently be done are, Writing, Drawing, Map Geography and Arithmetic. In order that every portion of the Province may have the fullest opportunity of exhibiting the work of the pupils in these subjects, Inspectors will be good enough to collect specimens as follows:—

Writing:

Ten copy books representing each class using copy books, i. e. forty books from the Inspectorate. Specimens of writing on ruled paper may also be sent. The name of the school and class must be written on the top, and the pupil's name and age at the bottom of each book.

Drawing:

(1) Samples of Drawing from Parts I. and II. of First Reader.

(2) Samples from each of the authorized Drawing Books. For the sake of uniformity the Blank Books which accompany the authorized Drawing Books should be used by the pupils for this purpose. Twenty specimens are required from each Drawing Book and Reader, name and age of pupil to be shown as in Writing, also name of school.

Geography:

(1) Map of the Western Hemisphere.

(2) Map of Ontario.

(3) Map of the British Islands. Ten specimens from the Inspectorate of each map, name and age of pupils to be shown as in Writing books.

Arithmetic:

Twenty specimens of the work of pupils in each of the four classes, on paper of the same size as the copy books, name and age of pupils to be shown as in Writing. Say eighty specimens from the Inspectorate.

The Inspector should see that any work intended for exhibition, is sent to the Department not later than February 1st, 1886.

ALEX. MARLING,

Secretary Education Department.