

moved to the building lately occupied as Government offices, accommodation being provided for both sections of the Board of Education and the Council of the University.

The school law of the province being now included in several Acts, Mr. Somerset, Superintendent of Education, is engaged upon the compilation of all the unrepealed portions of these Acts into a manual of easy reference for School Trustees.

The number of school districts increased from 182 at the beginning of 1883 to 328 at the commencement of 1884.

This new province has been highly favored in having at the head of its Educational affairs so able a gentleman as Mr. Somerset, who, although new to the place, has shewn most admirable administrative tact and ability, and has proved himself a worthy successor to the Ven. Archdeacon Pinkham, who for ten years with distinguished success held the educational helm.

### QUEBEC.

A great advancement has lately been made in Educational affairs in the Province of Quebec during the past two years. It is universally conceded that the credit of this improvement is largely due to the energetic efforts and skillful management of the Secretary of Educational Department, Rev. Elson I. Rexford. The conscientious energy with which he is enforcing school regulations, and his assiduous attendance and effective service at teachers' conventions, bid fair to place the Quebec system in the front rank.

### MORE ABOUT SCHOOL BOOKS AND AUTHORS.

Elsewhere we have pointed out how a disgraceful attempt is about to be made to manipulate for personal gain the textbooks on Drawing for use in Toronto schools, and to supplant the books of Professor Walter Smith, which are recognized as the standard works on the subject in the provinces of Ontario, Quebec, Nova Scotia, New Brunswick and Prince Edward Island, besides being used very largely in every state in the Union.

Our attention has been called to the course pursued by a teacher in music in one of our Normal Schools, which will require some explanation.

It is stated there has been during the past and previous sessions a series of books and a system adopted of teaching music known as National Music Course, by Mason, Holt and two other masters who together are the supervisors of music in Boston public schools.

These books and this system were adopted by the aforesaid teacher as the best extant, and we believe are generally recognized as the most popular in the United States, where considerable attention is given to the study of music in schools.

However a change has come over the spirit of his dream and the teaching of music henceforth must be done after a different fashion. The books and system of a former session are discarded—a new series and a new system must forthwith be had at once. The question naturally arises why should there be so radical a change in the views of our Normal Musical Professor? Why should all our teachers in training be led a different road from the one taken in former sessions by the same gentleman? Is it because a new and better way

has been found? This can scarcely be the case, especially as the books and system last adopted are, we believe, discredited in most of the best schools in the United States, and the ones displaced are held high in public favor. Will the answer not be found in the fact that the same publishing firm who would manipulate if possible the Drawing interests of the Toronto Schools has approached the Normal School Master, and secured his name upon the title page, and instead of continuing as we had in the session of 1883, a series of books by Messrs. Mason, Holt & Co., called National Music Course, we now have the *Normal Music Course*, by Holt & Tufts, adapted to Canadian schools, by S. H. Preston, *Teacher of Music, Normal School, Toronto*. In the mean time while Teachers and Publishers have benefited the booksellers are left with a considerable quantity of the old books and a change in the system of teaching music is quietly brought about. Do the teachers in training and the country at large benefit by the change? We shall see. We wonder what the Minister of Education will have to say?

### A NEW ENTERPRISE.

From representations that have been made to us we have been led to contemplate the issue of a weekly journal which will occupy a field somewhat different from that of any now before the public. We believe there is a mission for a paper having as a feature cartoons illustrating political events of the day, *independent in politics*, and giving attention to *religious, temperance, and social reforms*, combining the best features of the ordinary newspaper with those of the magazine and the humorous periodical. The publishers of the CANADA SCHOOL JOURNAL are in treaty with the proprietors of a new and rapid process recently produced in Germany and specially adapted to bring out political cartoons and sketches with effect. As soon as matters have assumed a more definite shape we shall be prepared to make further announcements.

### REPORTS OF CASES.

The *Pall Mall Gazette* cites some more cases illustrating the quality of the learning furnished by the English board-schools. The study was geography. The children were able to give an accurate list of the exports of Norway, but could not recall the picture of a fiord. They knew that the latitude of Paris was 49 degrees, but when asked, "What is latitude?" they were either dumb, or gave such answers as—"Latitude means lines running straight up;" "Latitude means zones or climate;" "Latitude is measured by multiplying the length by the breadth." Correct lists of imports were given, but customs duties were defined by a girl, "Customs are ways, duties are things that we have to do, and we ought to do them;" by a boy, "Customers' duties are to go to the places and buy what they want, not stopping about, but go out when they are done."

We give a few sentences uttered by teachers in our hearing during the past few days:

"Every one of the teachers present were discouraged."

"That man was me."

"If I was in your place, I shouldn't have done it."

"It taint no use for me to try."

"I done that myself."

"He oughtened not to have carried one."

"He is a good ways from right."

This list could be indefinitely multiplied.