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The Canada School Journal.

VOL. I.

TORONTO, JULY, 1877.

No. 2.

HON. ADAM CROOKS.

Although Mr. Crooks has been Minister of Education for only a few months, his name has already become familiar as a household word to all who have anything to do with the work of practical education in Ontario. When the resignation of the late Chief Superintendent of Public Instruction was accepted by the Government, it was fortunate that there happened to be in the Cabinet a Minister so capable as Mr. Crooks has shown himself to be of becoming a worthy successor of the founder and organizer of our school system. During his still brief term of office as Minister of Education, he has made himself so thoroughly acquainted with the working of the school system, and introduced so many improvements, that any fears which the change in the relation of the Department to the Government may have aroused must by this time be completely allayed. That change was an important juncture in the educational history of the Province, and the country is to be congratulated on the manner in which it has been effected. Now that the educational machinery is running smoothly in the new way, the personal character and ability of the Minister become matters of less importance; but while making this admission, we trust that however much incompetence may, as the result of political exigencies, abound in other Departments of State, the Education Office will never have inflicted upon it an incompetent head.

Mr. Crooks is a native of the Province of whose Legislature and Executive Council he has for several years been a member. He was born in

1827, in the County of Wentworth, near Hamilton. Previous to the union of the two Canadas in 1841, his father, the Hon. James Crooks, was a member of the Legislative Council of Upper Canada, and from the union till his death, in 1860, he was a member of the Legislative Council of Canada. The subject of this sketch received an excellent educational training at Upper Canada College, from which school he passed to the University of Toronto. He took his degree in Arts in 1850, carrying off at his final examination the University gold medal in the department of classics, and the highest medals given in the department of metaphysics and ethics. Having turned his attention to law as a profession, he was called to the bar of Upper Canada at the early age of twenty-four, and soon afterwards took the degree of LL.B. in Toronto

University. His professional career, which has been a singularly successful one, can only be noticed very briefly here. Having adopted Equity in preference to Common Law as a field of operations, he soon acquired an extensive and lucrative practice at the Chancery bar, where his services were in great demand, until his virtual retirement from active professional work to devote his energies to the public service. In the Law Society, of which he is now an *ex officio* Benchler, he has held more than one important and responsible appointment as lecturer and examiner; and he has always taken an active interest in the work of the Society, and the promotion of the interest of his profession. He was created a Q.C. in 1863.

Although frequently urged to enter political life, Mr. Crooks never gave his consent till 1867, when he contested unsuccessfully the Western division of the city of Toronto. At the next general election, held in 1871, he was fortunate enough to be elected for the same constituency, and when a change of administration took place during the first session thereafter, he was induced to accept the position of Attorney-General, which he shortly afterwards relinquished for that of Treasurer. During his tenure of the latter office he has been a prominent member of both the Ministry and the Legislature, and a great many of the most useful measures which have been engrafted on the Statute books have passed through the Assembly under his guidance. A mere list—and that only a partial one—of these Acts must suffice. The Railway Aid Measure of 1875, the License Acts of 1876 and 1877, the Consolidated Municipal and Assessment Acts, the Act regulating the issue of Insur-

ance Policies, the Mechanics' Lien Law, and Married Women's Property Act, are a few of the measures which the country owes to his industry and intelligence as a legislator.

But it is with his services in the cause of education that we have most to do at present. These services have been unremitting for very many years. As a Benchler, lecturer, and examiner of the Law Society, he was constantly aiding in the great work; as Vice-Chancellor of the Provincial University, and a member of its Senate, he has rendered the cause of higher education most zealous and efficient service; and as Minister of Education it has been his fortune to assume office just at a time when important changes were demanded, and to prove himself fully equal to the emergency. One of the greatest benefits he has conferred on the



(From a Photograph by Notman & Fraser.)

University is the drafting of the University Act of 1873, which materially altered its constitution. Although the passage of that Act has not accomplished as much for the University as its best friends would like to see accomplished, while it introduced some changes which can hardly be regarded as improvements, still, on the whole, it was a long step in the right direction, and has paved the way for a still more perfect measure. As soon as possible after his acceptance of the portfolio of Education he made a tour of the Province, meeting the teachers and inspectors in their conventions, addressing them on the work he had undertaken, and listening to their suggestions for the improvement of the school law. The practical knowledge thus acquired was destined to bear early fruit, for during the last session of the Legislature he succeeded in securing the passage of an Act effecting most of the improvements which lapse of time and the experience of the teaching profession had shown to be necessary in the Act of 1874. This is not the place to speak of the scope and aims of this law. Brief discussions of these will be found from time to time in our columns, as will also accounts of the working of the Act in various directions; for the present it must suffice to notice the part already played by the Minister of Education in connection with the enactment of the law. As one more evidence of the deep interest taken by him in the cause of education, it may be mentioned that he has long been a member of the corporations of Hellmuth College and the Hellmuth Ladies' College, in London, Ontario. A great work still lies before him, which either he or some other Minister of Education must accomplish, before our educational system is what it ought to be. This is the consolidation of our institutions for imparting a higher education, and the better adaptation of the university system to the wants of our High Schools. Until this is effected, it is true in only a very partial sense that our educational system forms one harmonious whole. It is a well understood fact that the want of uniformity in the requirements of our universities is a serious obstacle in the way of those who are endeavouring to carry into effect a uniform programme in the High Schools. It may be that the task of effecting a consolidation will be found impossible of fulfilment. Whether this be so or not, it is well worth while to make the attempt, and certainly no one could be much better qualified for making it with some probability of success than the present Minister of Education.

—A University building is to be erected in Sheffield, England, at a cost of £20,000. The local university movement initiated by Cambridge in the city of hardware has proved wonderfully successful.

—In a lecture delivered by him a short time ago the Hon. Carl Schurz uttered this sentiment: "Any system of education which fails to teach the child to see, to hear, and to reproduce correctly, is essentially faulty." I want my boy to know how to use words. Mere grammar is dry husks, but words—swift, terse, burning words, he must learn to store and use. I want a teacher who will teach speech, and not the grammar of it merely.—*M. A. Warren, in National Teachers' Monthly.*

—Those who are unacquainted with the subject have little idea how easily very young children can be taught to read music, or in other words, to give with the voice the sound corresponding to the written notes on the scale. They also know as little how this simple and valuable faculty is developed with increasing difficulty as a child grows older, until, if he delays the attempt until he is a man, it gets almost beyond its reach.—*Boston School Committee.*

—I wonder if young teachers know how much influence they lose every time they appeal to a head master or teacher. When a person asks another to do for her what she ought to do for herself, people are apt to think her either indolent or inefficient, usually the latter, and children think and decide about these things as readily as those who are older. Before a superior should be called, I would exhaust all the ingenuity I possessed, all the advice of the wiser and more experienced, and all the methods suggested in the professional books and magazines at hand.—*Educational Weekly.*

—"That system of instruction in music is best which discards all superficial forcing for display, and commences at the beginning, thence progressing as fast as the capacity of the pupil will permit, and no faster; developing the voice by judicious encouragement and well-timed practice; perfecting the intonation of exercises selected to that end; improving the reading by slow and gradual steps; in short, leading the pupil through the necessary routine of study by gentle, gradual, but sure progression, until the science

becomes no longer a sealed book, nor its study a tedious course of drudgery."

—Dr. Hodgins, Deputy to the Minister of Education, in a recent address to the teachers of Lennox and Addington, gave an admirable exposition of the scope of the new School Act, from which we clip the following passage:—"The legislation of the past session, he would divide into four parts. First, that affecting the condition of teachers; second, the increased duties of trustees; third, the increased facilities for the formation of school sections, especially union sections; and fourth, that relating to High Schools. The whole was but dimly outlined, but it afforded the means of making the Ontario school system the best graded in the world. The first part of the legislative changes provided facilities for furnishing thoroughly trained teachers. In future it would be necessary for teachers, even of the lowest grade, to have a professional training. A distinction would be drawn between literary and profession training. Regulations had been drawn up, and now awaited the Lieut. Governor's sanction, for the formation of County Model Schools and County Institutes; the Normal Schools would be made more effective, and these would afford teachers the opportunity of acquiring the necessary professional training. Third class teachers would be required to attend the County Model Schools or County Institute, and in order to give them the necessary facilities for doing so they would be empowered to appoint some one to take their places while away. None would be eligible for second class certificates who had not attended one or other of the mediums for the acquisition of professional knowledge of their calling. In regard to the literary training required, arrangements had been made by which that could be obtained at the High Schools, and any candidate passing the Intermediate Examinations would be considered as having received the literary training and would be entitled to a certificate, but could not teach until the professional part of the requirements had been attained. Hitherto that had not been taken into account at all. It was acknowledged that under the new arrangements the difference between third class and second B. certificates was too great, and a second grade, second C, would be introduced, taking a position between the third and second B, and while inferior to the latter, would be vastly superior to the former. With regard to first and second class certificates, a Normal School training would be necessary. They hoped to keep teachers as long as possible in the profession, at present there was a continual and draining exodus, and in order to enable them to succeed, permission had been obtained for assisting them. County Institutes would be formed—one in the eastern part of the County and one in the western part, so regulated as to secure uniformity. A great many letters had been received at the Department for information relative to quarterly payments to teachers, and he desired to say that the law was not imperative but permissive. It was held that an imperative law would interfere with the present mode and time of receiving taxes, but, as it was much desired by teachers and others, permission had been given to County Councils to make arrangements for supplying funds on the note of the school corporation. Hitherto, if a note were given, the trustees were personally responsible, but the change in the law removed the liability from them and placed it on the section. In regard to trustees, it had been represented that a good deal of difficulty was experienced in notifying all the trustees, and the law was made so as to make the action of two trustees binding, without any inquiry as to how it was done or how the meeting was called. He presumed the vacations were well understood; personally he regretted that the Easter holidays had been taken away, but the demand was too strong to be resisted, and they were added to the summer vacation. He did not think that, practically, the change was advisable. The term from January to July was a long one, and if teachers could lock for a few days at Easter, it would be a great boon to them, and he thought the kindness of trustees would have to come in to give teachers holidays at that time. However, there was nothing to be done but to submit. The formation of school sections would not interest the meeting, and he would therefore make no allusion to it. High Schools had been placed, in relation to the Government grant, upon the same footing as Public Schools. To the latter, dollar for dollar had been paid, but the principle in relation to High Schools was resisted on the ground that it did not apply. It was acknowledged that the property of the county should support the Public Schools, and the same equitable basis was denied High Schools. Fortunately an incident occurred which made it a test question, and it was now settled for our life-time that no distinction in principle should be made between Public and High Schools."

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The Canada School Journal.

TORONTO, JULY, 1877.

We have much pleasure in announcing to our friends and readers that the appearance of the JOURNAL has been welcomed with an amount of cordiality which the most sanguine of those who urged its establishment never anticipated.

The publishers have taken steps to amalgamate with it the *Home Companion and Ontario Teacher*, an educational periodical published in London, Ontario, and in pursuance of the engagements thus entered into the SCHOOL JOURNAL will be supplied to the subscribers of the *Ontario Teacher* for the remainder of their subscription year.

We have also made arrangements with the Department of Education of the Province of Ontario to give up a certain amount of our space each month for the publication of official notices to Inspectors, teachers, and others connected with school work. As the June number of the *Journal of Education* ends its publication, those who are interested in knowing what the latest changes in the Depart-

mental Regulations are, would do well to refer to the SCHOOL JOURNAL for this information.

While it is encouraging to be able to make these announcements, we would still impress upon all who are interested in having a good educational periodical, and especially upon the teachers, that it is impossible to produce one without their co-operation. We speak not so much of the expense, trouble, and financial risk involved in such an undertaking, though these are by no means insignificant, but of that active sympathy which costs the giver nothing and is yet so efficient a source of encouragement. With the aid of the teachers we can do much; without it no journal is likely to be either very successful or very useful.

THE CURRICULUM OF TORONTO UNIVERSITY.

For many months past the Senate of the Provincial University has been engaged in revising the Curriculum of that institution, and as the conclusions arrived at have an important bearing on school work in some of its branches, we may be excused for referring to that part of the Statute which concerns matriculation. It is not going too far to assert that the Senate in arranging the work for matriculation, should never lose sight of the welfare of the High Schools and Collegiate Institutes which are its principal feeders. It would be quite absurd to lay down a curriculum with which these institutions could not possibly comply, and it is little less so to refuse to make such reasonable changes as the present condition and capabilities of our High Schools demand. Keeping in view the intimate relation between these schools and the University, there are several features in the new scheme for matriculation with which we are not at all satisfied, and which cannot long be permitted to stand in the way of a more precise adaptation of the institutions to each other. The great difficulty with the Senate appears to be that but very few of its members have had any practical acquaintance with the working of our School System, and that the men who have had none at all are the ones most strongly indisposed to either listen to practical advice or make the slightest concession which would conflict with their own theories.

With the general principle on which the Curriculum has been revised we have no fault to find. The adoption of a periodical change of text books in Classics, French, German, and English is what has long been greatly needed. The change in the requirements of the English Department necessitating the study of texts is also calculated to improve both the High Schools and the Universities. Nor have we much objection to the increase in the amount of work, unless experience should prove incontrovertibly that it is too heavy. What we do object to, and that most strongly, is (1) the tendency to discourage general proficiency; (2) the imposition of an age limit on candidates for scholarships; and (3) the compulsory attendance of successful scholars at lectures in University College as a condition of their retaining their scholarships. Each of these reg-

ulations we believe to be highly detrimental to the interests of the University itself. But without dwelling on that aspect of them, we proceed to point out their bearing on schools and teachers.

We do not wish to be understood as depreciating in the slightest degree the study of Classics. On the contrary, we believe that they must, if not forever at least for a long time to come, hold a foremost place in every scheme for a truly liberal education. Nor do we wish to be understood as disparaging Mathematics, the study of which is, in addition to its practical utility, one of the best kinds of discipline the mind can undergo. What we object to is, that while they had ample prominence accorded to them in the old Curriculum their prominence has been greatly increased in the new. In addition to a disproportionate increase in their share of the scholarship fund proper, they have been further favoured by the conversion of the Prince of Wales' Prize into a money scholarship, and its dedication to general proficiency in Classics and Mathematics at the Junior Matriculation Examination. The effect of this change will be to make classical and mathematical specialists of intending matriculants amongst our High School pupils, and to discourage general proficiency, to the great detriment of the schools and the permanent injury of the candidates themselves. In connection with this it may be noticed that a determined effort was made to secure a place for Chemistry and Natural Philosophy, but especially the former, on the Curriculum for Matriculation. Had they been placed upon it even as optional subjects, an impetus would have been given to the study of Chemistry which nothing else could have imparted to it so well. The change is one which must be made before long, and High School masters would do well to remember the necessity for it when electing their representatives on the Senate.

Both of the limiting conditions respecting scholarships above mentioned are calculated to have a highly injurious effect on High Schools. The age beyond which a candidate cannot compete for a scholarship is twenty-three, and it is needless to say that many intending matriculants in attendance at High School are over that age. Why should one who happens to be six months older be ruled out of competition while one six months younger is allowed to compete? It may be said that the line must be drawn somewhere; but this is begging the question. It has never been shown, and cannot be shown on any intelligent theory of a system of scholarships, that there ought to be such a line at all. Be that as it may, the practical result will be to put many deserving High School pupils under a disability which should never have been inflicted upon them. Still more injurious to the High Schools is the regulation depriving every scholar of his scholarship unless he attends lectures in University College—for that is what it amounts to. What the Senate of Toronto University should do, if it wanted to legislate in the interests of higher education and not of University College, is to encourage pupils to stay at their own High Schools until they are ready for Senior Matriculation. Every High School master knows that the presence of his University boys for a year longer at school, would be an inestimable benefit to his school as well as a legitimate source of encouragement and gratification to himself; and it is not going too far to say

that in very many of our High Schools the first year might be spent quite as profitably as it is in attending lectures in University College. We must leave the question for the present, but it is not improbable that it will be necessary to return to it hereafter.

DISCIPLINE IN SCHOOLS.

Some time ago an incident occurred in School Section No. 2 in the township of Percy, which, though not at all of an unusual character in itself, has led to rather important consequences. The head master of the school having had occasion to visit the room of his assistant, left his own class during his absence under the charge of two monitors, who, on the return of the master, appear to have charged several of their fellow-pupils with misconduct. One of the latter denied the charge; and when the teacher asked another pupil to give testimony in the matter, he refused to do so. For this he was suspended, and, eventually, it appears, expelled, on the understanding, however, that he would be reinstated whenever he was ready to admit the right of the school authorities to require him to give evidence in such cases. The Inspector of the district having been appealed to in the matter, expressed the opinion that there was nothing in the school regulations to warrant the expulsion of the pupil for such an offence, and this view was endorsed by the Minister of Education, whose first memorandum on the subject is as follows:

"The Trustees of School Section No. 2, Percy, have appealed to me from the decision of the Inspector, as to the expulsion of a pupil by the teacher for refusing to disclose his knowledge of damages to school furniture. The pupil took the ground that he would refuse to tell upon a fellow-pupil, and adhered to this position, upon which he was expelled by the teacher, who has been sustained by the trustees. The Inspector, however, thinks there was no ground for expulsion under the regulations, and that the pupil should be restored to his place in the school. I concur in the decision of the Inspector, and upon the same grounds—there was no violent opposition to authority in this, under Regulation viii (1) 3 (2), nor was it a case which came within provision 4 of the same regulation. The teacher would not appear to have any authority to coerce a pupil into telling on a fellow-pupil, and the discipline of the school can be maintained without encouraging a practice which would degrade the pupils in the estimation of each other, and so lower the general tone of the school.

"(Signed)

ADAM CROOKS,

" Minister of Education.

" Education Office, May 26th, 1877."

The publication of this memorandum gave rise at once to a general discussion of the point at issue, the prevalent expression of opinion being that the general principle enunciated in the latter part of the document would seriously curtail the power of teachers in administering discipline in their schools and protecting school property. It seems, however, that the principle was generally understood in a much wider sense than the Minister of Education intended, and he therefore issued a second memorandum on the case, which puts the matter in a different light. It is as follows:

"A misapprehension evidently exists as to the true scope of the decision pronounced by me on the 26th April last on the subject of an appeal by the Trustees of this school from the Inspector, who held that under the circumstances of the case the expulsion of a pupil was not authorized under the regulations in that behalf.

"The letter of the Secretary of the Trustees to the *Globe*, with a copy of my decision, did not question the correctness of my con-

clusion in confirming the decision of the Inspector on the only point involved in the appeal, but raised a new and collateral issue on my statement that the discipline of the school can be maintained without encouraging a practice which would degrade the pupils in the estimation of each other, and so lower the general tone of the school. This expression was an *obiter dictum* tendered by way of advice to trustees whose teacher had thought fit to resort to the extreme measure of punishment by expulsion in a matter of ordinary discipline in a case where one pupil was not prepared to disclose upon another.

"The case before me presented the sole question whether for an offence of this kind, the penalty of expulsion, attended as it must be with grave and serious consequences, was authorized by the regulations.

"The regulations now in force were carefully revised by the late Council of Public Instruction in 1874, and under the Public School Act regulate all matters connected with the organization, government, and discipline of Public Schools. In adopting proper regulations under the Act the Council had to consider that by law all schools are free, that by law every child from seven to thirteen years of age, inclusive, has a right to attend school, and that by law any parent failing to see that his child attended school becomes amenable to several penalties. This emphatically means that the community as a whole, and each parent and child individually, are interested in securing the attendance of every child in the schools. Such right belonging to parent and child alike, and the community being concerned in its free exercise, the Council were especially charged with seeing that their regulations would fully accomplish this. Hence, by Regulation 4, it is only when the interests of all the other children would be positively injured by the presence of a pupil (i.e.) a black sheep, that he can be expelled, and suspension of a pupil for a given period can only be exercised in the grave cases pointed out in Regulation 3, and that, too, subject to appeal to the trustees:

"The law and regulations recognize the master's position to be that of a public officer, and hence it is his duty by legitimate and proper means to discharge the functions of his office satisfactorily. For this purpose he must be permitted to exercise all the necessary authority, and to vindicate it when required by such measure of punishment or means as a prudent and judicious teacher would think best in the particular circumstances. Without prescribing any details in this respect, the regulations leave the authority of the master paramount, except in a case of suspension, where they define the circumstances which may warrant this, and the single case in which expulsion can be ordered.

"When I stated in my former memorandum that the teacher would not appear to have any authority to coerce a pupil into telling upon a fellow-pupil, my remark was germane to the point before me, and directed to the remedy there applied of expulsion, which was unauthorized. If I had anticipated that there was room for misapprehension upon the general question as to the authority of a master over a pupil, I would have explicitly stated that coercion by expulsion was not warranted by the regulations in a case where one pupil refused to tell upon another. I was not called upon to consider whether a refusal to tell was an offence or not, or punishable or not. That question would manifestly rest with the teacher within the limits of his authority, and is a question which I am not called upon to determine, nor can I assume to define the details within which his authority can be properly or lawfully exercised. At the same time it is my duty to hold that there has been an excess of authority on the part of the teacher where such is the case having regard to the law and regulations. When called upon to do this, it is permitted to me also to express any opinion with reference to a proceeding the tendency of which would be to deteriorate in any way our Public Schools.

"(Signed) "ADAM CROOKS,
"Minister of Education.

"Education Department (Ontario),
"Toronto, June 1, 1877."

It is unnecessary to comment at length on these findings. While the teacher has necessarily the right to insist on getting proper information from his pupils, he is the wisest teacher who manages his school with the least possible number of "investigations." It is highly probable that too free a use has been made in the past of the power of suspension and expulsion; and if this discussion should be the means of

checking the tendency to resort to it, no small amount of good will be the result.

—At the recent Commencement of Toronto University the Vice Chancellor, Mr. Justice Moss, made two important announcements. One was that the Senate had under consideration a scheme for the institution of local examinations for women, under which a very wide latitude with respect to options should be allowed. On this subject we shall have more to say hereafter. The other announcement made by the Vice Chancellor was that the Hon. Edward Blake, himself a distinguished graduate of the University and its present Chancellor by the all but unanimous choice of his fellow-graduates, has established an annual scholarship in perpetuity of the value of \$100 for the encouragement of the study of Constitutional History and Civil Polity. Encouragement of some kind is much needed in this direction, and if the Senate would only do its part in giving these subjects that prominence on the Curriculum to which their relative importance and practical value entitles them, there would be no room for doubt as to the success which would follow Mr. Blake's commendable liberality and thorough appreciation of one of the great educational wants of the day. As matters remain at present, however, we cannot feel at all sanguine.

—The late disastrous fire in St. John, N. B., has turned about fifty teachers out of employment. This is a large number to be thrown at once on a comparatively limited field, and it will be some time before they can all find employment. What is to become of them in the interval is a serious question. They will probably share to some extent in the aid tendered to the people of the desolated city, but teachers are as a rule not likely to become applicants for charity without an amount of reluctance which only their fellow-teachers can understand. In view of the suffering which is inevitable, and of the length of time which must elapse before aid can be dispensed with, it would be a graceful exercise of brotherly feeling on the part of our Ontario teachers to raise a special contribution for the benefit of the St. John teachers. The money might be transmitted through the medium of County Associations, and we feel perfectly confident that any sums sent through this or any other channel will be gratefully accepted and judiciously used. We shall forward with pleasure any donations entrusted to us for the above purpose by those who have no other way of transmitting them. The persons most likely to attend to this matter in St. John are the Rev. Dr. Rand, Superintendent of Education for the Province of New Brunswick, Mr. John Boyd, Chairman of the School Board, and Mr. March, its permanent Secretary.

—A somewhat novel value has recently been imparted in England to what are known as the University Middle Class Examinations. The directors of an important bank have prescribed an examination which all applicants for positions in the bank must pass, and have added to the obligatory subjects a number of others which are optional, but for passing in

which credit will be given and additional advantages conferred. The "pass" subjects are, (1) Orthography, including Spelling and Punctuation, as tested by dictation; (2) English Composition, as tested by a letter or essay on a given subject; and (3) Arithmetic, including Vulgar and Decimal Fractions. It would be a boon to the schools as well as themselves if our Canadian banks and railroads would adopt a similar method of securing employees with at least a rudimentary education. The optional subjects are Algebra to Quadratics, the First and Second Book of Euclid, and Latin, French, and German. An important feature of the scheme is that candidates will not have to pass in the obligatory subjects who can produce certificates of having passed the College of Preceptors' Second Class or the Oxford or Cambridge "junior" examinations. A clerk's having passed either of these examinations will entitle him, as soon as he has proved his fitness for his position, to an addition of £5 to his salary, which he cannot otherwise get; and this amount is to be doubled if he has passed either of the following examinations: (1) University of London Matriculation; (2) Oxford and Cambridge Schools Examination Board; (3) Oxford Senior Local; (4) Cambridge Senior Local; (5) College of Preceptors' First Class. There are in Ontario a number of examinations corresponding more or less closely to these, such as the Matriculation Examinations in our Universities, the Public School Teachers' Examinations, and especially the Intermediate High School Examination. If our great commercial and financial houses and corporations could be induced to draw a similar distinction between boys with culture and those without it, they would confer an enormous indirect benefit on the community and at the same time elevate their own pursuits and secure a better class of employees.

—The educational exhibits at the Centennial have directed the attention of many educators in the United States to the importance of laying educational *apparatus* and *results* before the public at local fairs in States and Counties. There is no doubt that much good might be accomplished by such a course. Many people would be interested in the best school appliances, who would perhaps never see them if they were not exhibited at a fair. It is a lamentable fact, that the vast majority of the people in rural sections take a much deeper interest in machines for tilling the soil and saving their crops, than they take in the "machinery" necessary for the proper education of their children. They are pretty sure to attend the County fair, and it would be a good plan to give them an "object lesson" on school appliances at the same time. Some of them are certain to be awakened and interested. Specimens of the work done by the pupils, in writing and drawing, might be exhibited, and prizes awarded for the best. The competitive examination of the pupils in the township or county might also be held in connection with the fairs.

—It will be seen from the following remarks in the *Educational Weekly*, that the people of the United States are fully alive to the necessity of separating the *professional* from the *non-professional* training of a teacher, as we are in Canada.

"We trust that the friends of these great training schools will, however, embrace this occasion to revise their plans of organization and management; that they will aim to eliminate the academic element which heretofore, in the language of the Superintendent, 'has been permitted to overshadow the normal departments,' and aim at the more exclusive and necessary function of *preparing teachers for a public school system* that demands the services of more than 30,000 teachers annually. The schools will thus be rendered far more efficient and useful, and become so thoroughly entrenched in the confidence of the people that spurious reformers will count their pecuniary cost in vain." There can be no doubt that the true function of Normal Schools is to give purely professional training; "to teach how to teach." The Normal Schools of Ontario are in future to be conducted in accordance with this plan.

—The complete list of authorized text-books for High and Public Schools in Ontario will be given in the form of a Supplement to the August number of the *SCHOOL JOURNAL*, along with the revised Public School programme.

Practical Education.

Queries in relation to methods of teaching, discipline, school management etc., will be answered in this department. J. HUGHES, Editor.

HOW TO TEACH DRAWING IN PUBLIC SCHOOLS.

BY JAMES HUGHES, INSPECTOR OF PUBLIC SCHOOLS, TORONTO.
II.

BLACKBOARD DRAWING.

The first thing to be aimed at by the teacher in teaching drawing is to give his pupil a clear understanding of the names and essential characteristics of the common geometric forms. These form the groundwork of all intelligent practical teaching in drawing. Drawing can no more be taught without a knowledge of them, than multiplication can be taught without the multiplication table. "Implant in the *understandings* of the children a clear and distinct idea of a form, and it will merely be a question of time when they will draw it accurately." This can be better done by the aid of the blackboard than in any other way. The blackboard is the mightiest mechanical agency which the teacher has placed at his disposal for teaching any subject, but it is especially essential for the proper teaching of the elemental forms used in drawing. *It is not necessary that the teacher should be a very accurate and clever draughtsman to use the blackboard with the highest degree of success.* The best teachers of arithmetic are not necessarily those who can make the best figures; the best teachers of geometry are not those who construct the most accurate forms, nor are the best teachers of drawing those who can draw most perfectly themselves. Proficiency in this respect is very desirable, but not indispensable. It is not even essential that the pupil himself should at first draw with marked precision and excellence. The drawing of both teacher and pupils in the earlier stages of teaching this subject, should be done with a view to *impress ideas*, more than to secure mere hand skill. Mr. Walter Smith, Art Director of the State of Massachusetts, gives the following as the result of his thirty years' teaching: "Be assured it is not of the slightest consequence to a good final result, whether children are skilful or stupid in their mere handwork at first; but it is of the utmost importance, that they should know exactly what they aim at, even if they do not attain it."

It is a great mistake for the teacher to devote too much time in laboring to produce fine pictures on the blackboard to be copied

by his pupils. It is a mistake first because the time devoted to his actual drawing on the blackboard should never exceed one-sixth of the time devoted to the drawing lesson; and second, because only a few pupils could see the particular points of a picture on the blackboard well enough to draw it properly. The board should be used to illustrate methods and teach principles, and by its aid a principle can be explained as easily to a whole class as to one pupil.

METHODS OF CONDUCTING A BLACKBOARD DRAWING LESSON.
A blackboard drawing lesson may be taught in two ways. 1. The whole subject is drawn on the board before the class is told to draw, or a word of explanation is given to them. The teacher then calls attention to the points to be attended to most carefully, or occasionally when they have had considerable practice, he allows them to try each for himself without any instructions from him.

2. The teacher explains carefully the first thing to be done, and then does it himself. The class then draw the part explained, and await the explanation and illustration of the next step to be taken. Thus part by part the whole drawing is completed.

The latter method is on the whole preferable to the former. The pupils are more certain to comprehend what they are doing, and they are compelled to give particular attention to the explanations of the teacher. In teaching according to the latter method the lines drawn both by teacher and pupils should at first be drawn faintly.

When drawing on the board the eye of the teacher should be on a level with the centre of the blackboard.

Of course when scholars are copying a drawing from the blackboard they must reduce it considerably in size. This is a good exercise and forms an additional reason for making frequent use of the blackboard in teaching drawing. Great care must be taken to see that all the parts are reduced proportionately.

It is an excellent exercise for the pupils themselves to take turns occasionally in drawing on the board. One part of the class may be engaged in this manner while the others are drawing in books. This exercise gives variety to the pupils, and affords opportunities for practising the *enlargement* of copies. (Dictation and Memory Drawing will be discussed in the next number of the JOURNAL.)

HOW TO READ.

BY RICHARD LEWIS.

I.

Reading aloud with proper expression may be almost regarded as one of the lost arts. No doubt we read more and there are more readers in this than in any generation that existed before us. The extension of the means of public education has multiplied the race of readers. But our present habits of reading have disadvantages which it is probable did not exist when the power to read was a rare qualification. Then the head of the family, or any member of it who possessed the ability would assemble a circle of hearers around him, and by the exercise of his knowledge, not only entertain the listeners but awaken and sustain a general interest on the subject of his exercise, calculated not only to improve but by this concentration of several minds on one object to strengthen their sympathies and bind them in closer union. Family or social reading then must have had a moral effect not unlike that of the social singing assemblies that gather together in the family circles of Germany; and, if, as we may fairly suppose, the subject of reading was of a pure and elevating character we may easily conceive how beneficial this old-fashioned custom must have been to all concerned. Every one must have heard of the story of the village gathering

night by night in the blacksmith's shop to listen to the reading of Richardson's Pamela or Virtue Rewarded, and how they set the village bells to ring when virtue was triumphant. We may easily conceive how the entertainment awoke new feelings and views in the minds of the humble listeners, gave them a new interest in life and strengthened the social instincts of the villagers.

Our present habits of reading are ominously unsocial, and, unless we read for special study, uninteresting. We do not now see the family circle listening to one reader and all deeply interested in one subject. Each now sits apart in selfish and solitary silence, wrapped in the perusal of some attractive book; and whatever be the subject it can be of no value to any but the reader, and is utterly opposed to all social intercourse and family enjoyment. No doubt this unsocial habit, which is growing amongst us, is due to the fact that every one can read, but it is not the less unsocial and unimproving. It is also very probable that the habit of reading only with the eye makes all bad readers. We lose the charm of the living voice, because it has not been cultivated; and the monotony and want of expression which so many throw into vocal reading become intolerable, when we can more easily and pleasantly entertain ourselves by silent eye reading.

But all these disadvantages show the necessity of a reform in this direction. Not only for the improvement in family habits and intercourse is vocal reading a necessity; but in view of the few who really enjoy any kind of reading, and in countries like ours where so many reasons and forces are at work to make family and social gatherings desirable during the long season of winter, a revival of the old custom of reading aloud presses itself upon us; and hence the question of "How to Read" claims earnest consideration.

No doubt this habit has in some degree been revived in our public entertainments. But every one must have observed that, as the subject had some special dramatic interest or humor about it, the public reading rarely pleases. But the greater objection is that the reader in most cases does not know how to read. The reading is probably not only destitute of expression but combined with imperfect articulation which makes much of what is read unintelligible, and with the painful efforts of an untrained voice to make itself heard, public readings are only tolerated to compliment the reader when he happens to have some social influence or by way of variety to the medley programme.

The charm of vocal reading is however as powerful as that of vocal music when exercised by a cultivated reader; and when the subject intended for reading is classic and dramatic in character, it may justly rank as high as the best music in its moral and intellectual influences. The highest exhibition of this power is no doubt heard in the delivery of great actors. The scenic splendors, the costumes, the variety of persons and the incessant action that distinguish theatrical exhibitions form a powerful feature of the attraction. But the theatre is only crowded and the audience moved and delighted when the vocal utterances of the accomplished and gifted actor or actress give expression and reality to the language of poetry. An able and cultivated elocutionist will often command as large audiences and exercise as powerful an influence over those audiences, when standing before the reading desk and without any of the accessories of costume or scene. Interpreting with skillful voice and truthful action the classic productions of literature, such a reader accomplishes greater triumphs than either the actor or the singer, for he does all this alone. Occasionally too, but the event is rare, we have the display of this neglected art in the sacred ministrations of the pulpit, when a cultivated reader throws the charm and beauty of a truthful elocution into the language of Holy Writ or sacred lyrics. But so utterly is this art neglected in

our theological seminaries, that no clergyman exhibits it unless nature has gifted him without the aid of art.

The remedy lies in our public schools. It is only ignorance that decides, because the qualification is rare, it cannot be acquired. The problem of "How to Read" is easily solved. Reading, like music, is an art, if art be knowledge applied to production. A most necessary qualification of the good reader is that of a cultivated voice, and as physiologists maintain that all men are born with the power of singing well, it may with greater truth be said that all are born with the power to read, and as a consequence to speak well, that is to read or speak with pure-toned, musical and expressive voices. But the culture must begin in childhood and be guided by science and skill. Yet even in this regard, as is the case in vocal culture, it is not even necessary that the teacher should be a good reader as that he should understand the principles and methods of culture. Even with the want of a cultivated voice any teacher who could run up the gamut on a violin could guide his pupils in practising the modulations of the voice; while the distinctness which marks perfect reading only requires a knowledge of the elementary sounds of letters. The expression necessary to good reading largely depends on the literary structure of the thought; and the grammatical drilling our pupils receive in all public schools is amply sufficient to meet this necessity. All beyond this belongs to the province of the judgment and the imagination. The deeper the sympathy of the reader with the sentiments he is reading the more truthful and powerful will be the delivery. The error, however, is to believe that a truthful and fervid rendering of a passage is a special gift and varies according to the taste and view of the reader. It cannot be too strongly enforced that the meaning of an author being clear there is only one way to read his thought. Inflection and emphasis are as decided and settled in elocution as in music. It is true that one reader will excel another in expression; and this occurs in the experience of vocalists. But this excellence in neither case is due to the uncertainty of the art, but to the mental power and sympathies of the reader or the singer. In studying reading as an art we may assuredly anticipate results similar to those which follow the study of painting or sculpture or music. The study of objects which demand the exercise of the imagination must cultivate that faculty; and the skilled teacher who can explain the æsthetic bearing as well as the grammatical construction of a composition, and especially if he can illustrate this with an expressive elocution, cannot fail to develop and strengthen the imaginative powers of his pupils.

Let us then disabuse ourselves at once of the idea which only ignorance maintains that expressive reading—that is elocution—is a gift of nature unattainable by art. Let us have a scientific system, as music possesses, and teachers trained to carry out the principles of such a system, and our system of reading and public speaking would be revolutionized. The reform lies in the hands of our public school teachers; and some preparatory training, a good text book and an earnest desire for excellence would elevate reading into an æsthetic art, charming as music and picturesque as painting. It would be the inevitable consequence of this culture that all speech, public or conversational, would acquire a beauty and refinement unparalleled in the history of our language. But the application of this study to public speaking must be reserved for another article.

—The Regents of Michigan University having forbidden any dancing in University Hall at the coming Commencement, the senior class have resolved to have no class-day exercise or commencement reception, and to refuse to pay for the music for the literary exercises of Commencement Day; and have passed resolutions that the course of President Angell in regard to the matter is unworthy of his high office.

Mathematical Department.

Communications intended for this part of the JOURNAL should be on separate sheets, written on only one side, and properly paged to prevent mistakes.
ALFRED BAKER, B.A., EDITOR.

THE USE OF SYMBOLS IN EUCLID.

We have frequently been interrogated as to what symbols or abbreviations are admissible in Euclid, and have received lists of signs, with the question, "Will these be accepted at University examinations?" Now, what is the objection to certain symbols? We say *certain* symbols, for we think every one of the class we address is aware that some are accepted and others rejected. Is it that at an examination candidates who employed symbolical representation would thereby enjoy an advantage over those who did not do so, in respect of the rapidity with which propositions could be written out; and that therefore a uniform system must be insisted on? Or is it that all contractions have a hurtful effect on orthography? We have actually met with people who deemed one or other of these the objection to the symbolical method, and for the benefit of such may state that the reason why strictures are placed on the method, is to be sought in a totally different direction.

If our reader will turn to any work on Statics, a science that treats of the kind of magnitude called force, he will find on one of the earliest pages, some unit of force defined; and he will be told that the magnitude of any force is determined by considering how many of such units the force contains. Plainly the object of this definition is to enable us to express a force by a *number*, that Arithmetic or Algebra, sciences of numbers, may be brought to bear on the science of Statics. Or, better still, if he turn to his arithmetic, he will find tables of weights and measures, in which certain units of weight and measure are defined. Plainly the object of such definitions is that distances, or quantities of grain, wine, etc., may be expressed in terms of certain units, *i.e.*, may be expressed by numbers, in order that Arithmetic, the science of numbers, may be brought to bear on questions in which distances, or quantities of grain, wine, etc., are concerned. But if he open his Euclid, he will *not* find any such definition as this: "In the case of lines, the length known as an inch is considered the unit, and the length of a line is determined by the number of such units it contains, and is expressed by that number." Nor will he find anywhere a reference to units. What is the inference? Evidently that in Euclid magnitudes are not expressed in terms of any unit, *i.e.*, are not expressed by numbers: and therefore that the science of numbers has no place in Euclid, and that all operations which are peculiar to the science of numbers are foreign to Euclid. "In Pure Geometry, regard is always had to absolute quantity of some one of the three kinds of extension, abstractedly considered and whatever symbols are here used, are to be considered as expressive of the quantities themselves, and *not* as any measures or numerical values of them." Now in using such an expression as $A \times B$, if we agreed that A and B were merely names, so to speak, of two lines, and were not quantities expressing the number of units they contained, and that with the sign \times between them, the whole meant the rectangle contained by the lines A and B , there would be no objection to the employment of such an expression. But the trouble is that with the sign \times there is always associated in our minds the arithmetical operation of multiplication, which we have seen is foreign to Euclid. The effect, then, of the employment in Euclid of such signs as $+$, $-$, \times , \div , $\sqrt{\quad}$, $(AB)^2$ is to produce confusion of ideas—to confound Euclidean methods with arithmetical operations with which they have no connection; and this is the objection to

them. We may lay down the general rule that symbols that are signs of operations are objectionable.

Hamblyn Smith in his edition of Euclid gives the following list of abbreviations, etc., admissible in the examinations at Cambridge and Oxford :

∴ for because.	equilat. for equilateral.
∴ " therefore.	ext'r " exterior.
= " is (or are) equal to.	int'r " interior.
∠ " angle.	pt. " point.
Δ " triangle.	rectil. " rectilinear.
○ " circle.	rt. " right.
Oco " circumference.	sq. " square.
" parallel.	sq. " squares.
▭ " parallelogram.	st. " straight.
" perpendicular.	

Other contractions may be devised by the teacher or student, but he must be careful to contract only words of very common occurrence, to make the contractions of such a kind as to be at once understood, and above all to use symbols that are signs of words and not of operations.

It is, perhaps, hardly necessary to say anything of the desirableness of maintaining Pure Geometry in its purity, of keeping it free from Arithmetical or Algebraic notions. Certainly it has the effect of conveying to the student clearer ideas of the functions that numbers perform in mathematical investigations, and will enable him to keep constantly in mind the distinction between numbers and the magnitudes they represent. Moreover, when we remember the vague notions about concrete quantities and the operations of which they admit, which the constant use of numbers, and the treatment of such quantities by means of numbers, almost invariably produce, we see the desirableness of sometimes dealing with them without the intervention of numbers.

It has sometimes been a matter of doubt whether proofs not given in the text of Euclid as generally used, would be received at Examinations. For example, the proof of the first part of Prop. 5, of Prop. 6, and of the first part of Prop. 26, by the method of superposition; the proof of Prop. 8, by applying one base to the other with vertices on opposite sides of the base; the including of the first two cases of Prop. 13, Book II. in one; the proof of Prop. 23, Book III., by taking three points in the segment, joining them, and drawing lines bisecting them at right angles, &c. In reference to such it is to be noted that the methods are Euclid's, and that the proofs are frequently shorter than and therefore superior to those commonly given. It is difficult to predic the fancies of individual examiners, and may be a matter of policy to determine them, when possible, and govern one's self accordingly; but we are sure that any reasonable examiner will accept such proofs. Alterations, however, may be made that are not improvements. Thus Prop. 21, Book I., may be proved by dropping a perpendicular from the vertex on the base, and thence shewing that the sum of the sides is greater than the base. But the complete proof will necessitate three cases, and the ordinary proof where one case suffices, is superior to this.

We hope we may be pardoned for reminding some of our readers that the terms Euclid and Geometry are not synonymous. Geometry comprehends the entire science that has for its object the measurement of extension. It divides itself into Analytic and Synthetic Geometry, or General and Special, as Comte prefers calling them. Euclid forms a part of the latter division.

—The Victoria Standard thinks that the Province might train its own teachers, and urges the utilization of the High School for that purpose in absence of a Provincial Normal School.

Correspondence.

EDUCATIONAL DEPARTMENT, ONTARIO,
Toronto, May 25, 1877.

Editor Canada School Journal.

SIR: I am directed by the Hon. the Minister of Education to state that, by the following section of the Public School Act of 1874, 37 Vic., cap. 28, it is declared that, "143. No Teacher, Trustee, Inspector, or other person officially connected with the Education Department, the Normal, Model, Public or High Schools or Collegiate Institutes, shall become or act as agent for any person or persons, for the sale of any school, library, prize or text-book, map, chart, school apparatus, furniture or stationery, or to receive compensation or other remuneration or equivalent for such sale, or for the promotion of sale in any way whatsoever."

"144. No person shall use any foreign books in the English branches of Education, in any model or public school, without the express permission of the Council of Public Instruction." [Education Department.]

"(a) No portion of the Legislative School grant shall be applied in aid of any school in which any book is used that has been disapproved of by the [Council of Public Instruction], and public notice given of such disapproval."

The 112th section, subsection (3) provides that no portion of the School Fund shall be paid to any school section which has not been conducted according to law, and the regulations provided under its authority."

The duty of the Minister is shown by section 129, sub-section 4, which declares that he shall "see that all moneys apportioned by him are applied to the objects for which they are granted, namely, for the payment of salaries of teachers in those sections where the law and regulations are duly observed."

I have the honour to be,

Your obedient servant,

ALEX. MARLING,
Secretary.

Editor Canada School Journal.

SIR: In order that the following clause ("As we prepared the manuscript for the work on Bookkeeping for use in Schools, we offer superior facilities for instruction," etc.) in the advertisement of Ontario Business College, published in your last issue, may not mislead the public, I beg to say that it refers to "The Canadian Accountant," and not to Bently & Clare's Bookkeeping, which is the joint production of Mr. S. Clare and myself.

I am, sir, yours truly,

S. G. BEATTY.

Notes and News.

ONTARIO.

Woodville is to have a new \$3500 High school building.

Two London boys were recently fined \$5 and costs each for throwing stones and using bad language.

The subscriptions for the proposed Western University are said to amount to over \$30,000.

The five dollar prize to successful intermediate candidates has been adopted in Whitby.

The President of the West Middlesex teachers' association is Mr. J. T. Wood and the Secretary Mr. C. Tanner.

The President and Secretary of the North Hastings teachers' association are Mr. W. Mackintosh, P. S. Inspector, and Mr. I. D. Bissonnette.

Mr. Whitney head master of the Iroquois High School has been restored to his former status as a person eligible to a county examinership.

The teachers of Kingston and Frontenac have formed themselves into an association with Prof. Dupuis of Queen's College as President, and Mr. Renton as corresponding secretary.

The Hamilton Times, one of the few daily papers that pay much attention to educational matters, spoke favourably in a recent issue of shorter hours in school.

The Whitby Chronicle thinks the introduction of military drill has had a good effect on the High School pupils. This opinion is probably correct and other schools would be benefitted by its introduction no less than Whitby.

Mr. A. J. Wilkes, of Brantford, wishes to establish a scholarship to be competed for by pupils passing from the Central School to the Collegiate Institute.

The Belleville teachers would rather be allowed to keep pupils in after hours as a punishment. When kept within reasonable limits it is probably as effective and as little open to objection as any other penalty.

A highly successful teachers' institute was held at Stratford towards the close of May. Over a hundred teachers were present and the proceedings were varied and instructive. Dr. McLellan gave a proleptic on Arithmetic and Algebra, and Prof. Bell a series of readings.

The commencement proceedings of Victoria University were more than usually varied and interesting this year. This now veteran institution seems to acquire new vitality with the lapse of years, and is doing in its own chosen line a vast amount of good to the cause of education.

The Meaford School Board and the head master of the school concur in the opinion that the giving of prizes in schools should be condemned, but that the Educational Depository should be continued in the public interest. The question in both its branches is well worthy the attention of teachers and trustees, seeing that the fate of the Depository will be decided next session of the Legislature.

The Superintendent of Education in the State of Pennsylvania has extended a cordial invitation to the teachers of Ontario to be present at the meeting of the State Teachers' Association, which assembles at Erie, Pa., on the 7th of August. Mr. Wickersham, the Superintendent, is well known to many of our teachers through the medium of his educational publications, and to some of them through the medium of the Centennial Exhibition.

Two girls, one from St. Catharines Collegiate Institute, and one from Hamilton Collegiate Institute, have applied this year for permission to pass the Junior Matriculation Examination in Toronto University. These are the first applications ever sent in by female candidates, and therefore, other than mere chivalrous feelings will make every friend of education hope that they may be highly successful. There is of course no legal obstacle to their admission as under graduates of the University, but this does not imply the right to attend lectures in University College.

The following resolutions were passed unanimously at the May meeting of the Ottawa teachers' association: (1) That Normal Schools should continue, as at present, to impart scholarship to their students, as the falling off in the supply of teachers does not depend so much on inability to teach as upon lack of scholarship on the part of the candidates. (2) That the interests of education would be materially benefitted if trustee elections in cities and towns took place at the same time, and were conducted in the same manner as municipal elections. (3) That as the efficiency and elevation of our educational system depends most on those actually engaged in teaching, any amendment in the law rendering the position of the teacher more permanent and independent would be beneficial to the cause of education.

The question of legality of union school sections created since the passing of the Act of 1874, is one of great practical importance. On this point a recent memorandum of the Minister of Education will prove both instructive and interesting to all who are placed in difficulties in the matter. The following is the memorandum, which sufficiently explains itself.—Mr. Ball, Q. C., Counsel in the case of Halpin vs. Calder reported, 26 Common Pleas, p. 501, submits for my consideration the question, how far the result of this suit has been affected by the amendments to the School Law passed during last session, and the intention of such enactment. In March, 1876, I found, upon reference to the Public School Act of 1874, that no provision of law existed for the formation of unions between portions of the township municipalities, but such provision had existed previously, and that this was a *casus omissus*, or slip which had occurred in the consolidation, which would accordingly require amendment from the Legislature at its next session. I so advised several public school inspectors when they applied for information on this point; and the judgment subsequently pronounced by the Court of Common Pleas in Halpin vs. Calder, confirmed these views. When present at Ingersoll, last autumn, the solicitor for the defendant brought his position to my attention, and they subsequently sent me a draught clause of an amendment which, as they contended, should be passed to meet this defect in the law. I refused to express any opinion on the point, but brought all the proposed new clauses as to union sections before the Government for discussion before the Act was introduced.

These were all framed by me, to meet practical difficulties which had been brought to my attention in connection with this case and others, and sub-section 4 of section 11 which confirms existing unions as between portions of different municipalities was the definite conclusion of the Government; and in the Legislative Assembly in Committee of the whole, this was extended on the suggestion of Mr. Meredith, M. P., to unions within the same municipality. The clear intention of this amendment is to protect school trustees or others who had acted in good faith from being further harrassed through a view of the law which would have been correct had it not been for the fault of the Legislature itself, in inadvertently omitting by apt words to continue the law as it was. As to whether the facts in this case bring the alleged union within the confirmation provided by the 4th sub-section I have no authority to decide, but it would seem clear that further proceedings may be stayed in the suit of Halpin vs. Calder, on the terms mentioned in this sub-section.

(Signed) ADAM CROOKS,
Minister of Education.

Education Department, (Ontario,)

Toronto, 19th April, 1877.

From a circular recently issued by the Department of Education inspectors, examiners, and teachers will learn the manner in which the approaching teachers' examinations are to be conducted, and the conditions under which certificates will be granted. The examination of candidates for first-class certificates will commence on Tuesday, July 10, at nine in the morning; for second-class certificates, on Monday, July 9, at two in the afternoon; and for third-class certificates on Monday, July 16, at two. All first-class candidates will be examined in the Provincial Normal School buildings at Toronto and Ottawa. Second-class teachers will be examined in their respective counties, but their papers, instead of being read as heretofore by the County Examiners, will be transmitted to the Department at Toronto to be read by the Central Committee. The papers of third-class candidates will be read and certificates granted by the County Boards. Candidates for second-class certificates and for the intermediate High School Examination will be examined on the same papers and at the same hours on English Literature, English Grammar and Etymology, Geography, Dictation, Arithmetic, History, Algebra, Book-keeping, Natural Philosophy, Euclid, English Composition, and Chemistry. Additional papers will be prepared for second-class candidates on Botany and Physiology, Music, Drawing, and Education and School Law, but an option is allowed between the English Literature of the intermediate and the Botany and Physiology of the second-class examination. In those subjects on which the papers are the same a higher standard is prescribed for second-class than for intermediate candidates. The following are the principal conditions on which certificates will be awarded under the new Act and Regulations:—Candidates for third-class certificates must furnish satisfactory proof of temperate habits and good moral character. Before obtaining a third-class certificate, a candidate who succeeds in passing the examination in July must attend for one session at one of the County Model Schools to be established, and must pass a satisfactory examination at the close of such session. And if a female, must be sixteen years of age, and if a male, must be eighteen years of age. Third-class certificates are valid only in the county where given, and for three years only, and are not renewable except on the recommendation of the County Inspector, subject to the regulations of the Department; but a teacher holding a third-class certificate may be eligible in less than three years for examination for a second-class certificate, on the special recommendation of the County Inspector. As cases may arise where third-class teachers are unable to qualify themselves for passing the examination prescribed for second-class certificates, and as, nevertheless, it is desirable in some such cases that the teachers who are in this position should not be excluded from the profession, the Minister may, on the recommendation of the County Inspector, allow a third-class teacher of experience and proved teaching ability to teach permanently, or for any specified length of time on a third-class certificate within the county for which the certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule. Candidates from the Normal Schools are eligible for examination for second-class certificates as provided by the seventh regulation. Other candidates for second-class (Provincial) certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school three

years; but a teacher holding a third-class certificate may be eligible in less than three years for examination for a second-class certificate on the special recommendation of the County Inspector. All other candidates (with the exceptions mentioned below) must have previously obtained either a third-class certificate under the present system of examination, or a first or second-class certificate under the former system. Teachers holding first or second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for second-class certificates in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other teachers. Second-class certificates are valid during a good behaviour, and throughout the Province. Candidates who, having successfully taught in a school for three years, shall pass the July examination, may thereupon receive a second-class certificate; but those who have not taught for three years shall, after passing the July examination, be required before obtaining a certificate to attend for one session at a Normal School, and to pass the examination at the close; and each candidate, if a female, must be more than sixteen years of age, and if a male, more than eighteen years of age. Any teacher who has taught successfully for one year may be examined on the subjects of examination prescribed for second-class certificates, omitting School Law, Education, Music, and Drawing; and, if he pass such examination, he shall then be eligible for admission to a Normal School, as a teacher-in-training with a view to his obtaining a second-class certificate. Any person who has passed the intermediate Examination, or who shall pass either of the intermediate Examinations to be held during the year 1877, may, on producing proof of having taught successfully for one year, be allowed to attend a Normal School as a teacher-in-training, with a view to his obtaining a second-class certificate. Any candidates who at present hold third-class certificates, and who have proved their ability to teach, but who may fail to pass the prescribed examination for second-class certificates, may, on the recommendation of the Central Committee, having regard to the character of their answers at such examination, receive from the Minister authority to teach on their present certificate for such time as he may deem fit. Candidates from the Normal Schools are eligible for examination for first-class certificates as provided by the seventh regulation. Other candidates for a first-class (Provincial) certificate must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school for five years, or two years, if during that period such candidate has held a second-class certificate granted under the regulations. All other candidates for first-class certificates who do not already possess second-class Provincial certificates (with the exceptions mentioned below) shall be required to previously pass the examination for such second-class certificates. A first-class certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices can be obtained on application to the Department. Teachers holding first or second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for first and second-class certificates respectively in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other teachers. Graduates in Arts who have proceeded regularly to their degrees in any university in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and satisfactory proof of good moral character, may be admitted to the examination for first-class certificates without previously obtaining third and second-class certificates. There are very few changes of importance in the subjects prescribed for second and first-class teachers, and none at all in those for third-class. In the second class list the clause requiring evidence of practical skill in teaching has been omitted for obvious reasons. Two explanatory notes have been added to the list, one of which permits the English literature of the intermediate High School examination to be substituted for the botany and physiology of the second class, while the other permits in French or German settlements a knowledge of French or German grammar to be substituted for a knowledge of English grammar on certain conditions. In the first-class list the principal change is in the English texts and the history prescribed.

QUEBEC.

The new school law now makes the teaching of drawing compulsory in all the schools of the Province.

Mr. Caron, the Iberville School Inspector, died recently. Stanstead Wesleyan College has had a successful year, which closes with appropriate exercises about the last of June.

The Sherbrooke Gazette is able to state on good authority that the corporation of Bishop's College has decided to rebuild the college edifice. This institution was established in its present locality in order that there might be a good Protestant school in the midst of a Protestant community, and it is thought best not to transplant it.

The Superintendent of Public Instruction has issued a circular to School Commissioners and Trustees calling their attention to a variety of points connected with recent changes in the school law of the Province. Pending the complete consolidation of the law he has adopted the sensible plan of issuing a *pro tempore* consolidation in pamphlet form with annotations with the desire, as he himself says, of sparing those who require to know the law the trouble of searching and of useless reading.

By the new School Act commissioners and trustees are bound, on pain of a fine, to keep their teachers paid up to the end of each half year, and the semi-annual reports of the secretary-treasurer must specify that they have been paid in order to entitle the school to a share of the Government grant. It is interesting in this connection to notice the amounts paid to teachers throughout the Province. There are 115 male teachers receiving less than \$100; 374 between \$100 and \$200; 480 between \$200 and \$400; and only 219 over \$400. The corresponding numbers of female teachers are 1722, 5244, 315, and 59. Surely something better than this is possible even in Quebec.

NOVA SCOTIA.

The Acadian Recorder opposes an increase in the salaries of the Halifax teachers.

Halifax University, which was only recently established, holds its first graduation examination on the 17th of July, and its first matriculation on the 4th of September.

The educational scandal by which the Superintendent of the Province is compromised has not yet been cleared up. Fortunately there seems to be no chance of avoiding an explanation, as the press of both sides of politics are urgently demanding one.

The inspector of Pictou County reports a steady improvement both as regards the time during which the schools are kept open and the regularity of the attendance. Amongst 149 teachers there were 62 changes, a state of affairs calling for some remedy. The Inspector reproaches the people of the town of Pictou for taking so little interest in their academy, which seems to be doing excellent work.

NEW BRUNSWICK.

The Alumni Society of the Mount Allison College has decided to devote its income for this year to the purchase of books of reference for the professors and students instead of giving scholarships as hitherto.

Several places in this Province have followed the example of St. John in supplying the Catholic Schools with Catholic teachers. The way to a better state of feeling on the school question seems to be gradually clearing up.

The schools of St. John suffered from the late conflagration quite as severely as other public institutions. The Victoria school, the finest edifice devoted to public school purposes in the Dominion, was destroyed, and a number of other buildings either owned or leased by the School Board. The number of separate departments thus suddenly closed is about fifty. The insurance on the buildings and furniture will enable the Board to commence rebuilding at an early date.

PRINCE EDWARD ISLAND.

Mr. Manning, Principal of the Protestant Academy, Charlottetown, has received the appointment of Chief Superintendent of Education for the Province.

MANITOBA.

The Winnipeg School Board, which came to a dead lock some months ago over the election of a chairman, has settled the matter by appointing a permanent one.

The Bishop of Rupert's Land has been appointed Chancellor of the University of Manitoba, and the Hon. Joseph Royal Vice-Chancellor.

BRITISH COLUMBIA.

The School Superintendent of the Province has been examining the New Westminster school in person, and is satisfied with the result of his visit.

Bishop Seghers of Victoria recently delivered a public address in which he assailed with a good deal of invective secular schools and the co-education of the sexes. He has not been allowed to go without a response, however, for the lecture was the occasion of a perfect flood of rather acrimonious controversy, in which the sound argument was not all on one side.

BRITISH AND FOREIGN.

The New York University is in financial difficulty owing to loss of revenue arising from shrinkage in the value of the bonds and stock in which a large part of its capital was invested.

A bill to establish uniformity in text-books has been defeated in the Illinois House of Representatives.

There are 42,120 pupils in the Chicago schools the average attendance being 37,048.

Japanese students are expected at Yale this fall.

A correspondent of the St. Thomas (Ont.) *Times* destroys to some extent the effect of the stories about high wages to California teachers. The month there means four weeks, and the teacher is not paid for the vacations except in San Francisco. Salaries run from \$60 to \$225 per month, but there are very few over \$100. As an offset to these high figures, board is from \$5 to \$7 per week, and the board bill, unlike the salary, runs on during the holidays. There is, moreover, the liability of new comers to be plucked on their first application for a certificate and the risk they run of losing a quarter of a year.

Departmental Notices.

REGULATIONS RESPECTING "TEACHERS' ASSOCIATIONS."

APPROVED BY HIS HONOUR THE LIEUTENANT GOVERNOR IN COUNCIL,
22ND JUNE, 1877.

The following Regulations shall apply to, and govern "Teachers' Associations":

1. In each County or Inspectoral Division a Teachers' Association shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the school-room.

2. *Officers.* The officers of the Association shall be a President, Vice-President, and Secretary-Treasurer. There shall also be a Management Committee of five. The officers of the Association and the Management Committee shall be elected annually.

3. *Meetings.* The Association shall meet once during each half year, and shall continue in session two days, which shall be deemed as visiting days. The time and place of the first meeting shall be fixed by the Inspector. Subsequent meetings shall be held on such days and at such places as the Association may determine.

4. *Sessions.* The Sessions on the first day shall be from 9 a.m. to 12 p.m., and from 2 p.m. to 5 p.m. On the second day from 9 a.m. to 12 p.m., and from 2 p.m. to 4 p.m.

5. *Programme.* The subjects for discussion and order of business shall be determined by the Management Committee and officers of the Association; and all Teachers in the County or Inspectoral Division shall be notified of the subjects at least one month before each meeting. The work of the Association shall be as practical as possible; and at every meeting illustrative teaching of classes should form a prominent part of the proceedings. All questions and discussions foreign to the teacher's work should be avoided. The programme for the first meeting of the Association shall be drawn up by the Inspector, and by such Teachers as he may call to his assistance, of which notice shall be given as above.

6. It is recommended that a public lecture be delivered either by the Inspector or some other suitable person on the evening of first day's meeting.

7. In case one or more persons should be appointed by the Department for the purpose of more fully enabling the Associations to accomplish the purposes for which they are established, such persons shall report upon the efficiency of each Association with the view of its being entitled to receive from the Department and County Corporations the appropriations authorized by the Legislature, and, in the meantime, such report shall be made by the Inspector.

8. In case the Inspector, from time to time, reports to the Department the continued efficiency of the Association, the Association will then, and not otherwise, be entitled to receive the said Legislative and County appropriations.

(Signed)

ADAM CROOKS,
Minister of Education.

Education Department (Ontario),
Toronto, 11th June, 1877.

GENERAL REGULATIONS, WITH RESPECT TO AUTHORIZED TEXT BOOKS IN THE PUBLIC SCHOOLS.

APPROVED BY THE LIEUTENANT GOVERNOR IN COUNCIL,
22ND JUNE, 1877.

1. From and after the 18th day of August next, the several text-books, hereinafter mentioned, shall constitute the only authorized text books for use in the Public Schools in the respective subjects appearing in the Schedule A, annexed.

2. In order to secure the proper quality, and cheapness in price, of the several text books so authorized, a sample copy of each published in Canada shall be filed in the Department, and the retail price of the several books shall not exceed the price appearing in column 4 of the said Schedule A, and as to such books as are published in England or elsewhere, the edition shall be that appearing in the said Schedule.

3. The editions of authorized text books which are published in England as mentioned in said schedule, and whether copyrighted or not, are authorized for use in the Public Schools, when sold at a retail price not exceeding the price in cents also mentioned in the said Schedule.

4. In order that Trustees, Inspectors, and others, may readily ascertain that the text books in use are duly authorized, each publisher or bookseller is required to stamp each volume on the title page to the effect that the book is authorized by the Department, and the retail price thereof. Any volume of a book otherwise authorized shall not be deemed to be duly authorized if such stamp is omitted therefrom.

5. Where a text book heretofore authorized on any of the subjects mentioned in the Schedule has already been introduced into a School, and is in use, the teacher shall not substitute therefor any other authorized text book, unless and until he shall have obtained the sanction of the Trustees and the Public School Inspector to such change.

6. The Department may from time to time recommend such books as may be aids to Teachers for study or reference by them, and it is not required that such should be authorized so long as they are not used as text-books by the pupils in the Schools. The books appearing in Schedule B annexed,* are now recommended for use or reference by Teachers, and it is expected that the retail price of books so recommended, will not exceed the price placed thereon in said Schedule B.

7. The Department reserves the right to remove from the list any book authorized or recommended, in respect of which the publisher or bookseller fails to observe any of the conditions prescribed by these regulations.

8. The use in the Public Schools of editions printed or published in the United States, of English or Canadian works hereby authorized, is prohibited, and such reprints shall in no sense be considered as authorized by the regulations.

9. In cases in which the copyright of the School text-books is in the Department, or the late Chief Superintendent on behalf of the late Council of Public Instruction, publishers and printers in the Province of Ontario may, upon application to the Department, obtain permission to print and publish editions of such work. Any such edition shall, in its binding, typography, paper, and other qualities, be equal at least to the standard copy of the Department, and the retail price thereof shall not exceed that placed thereon in the said Schedule A, and before permission to print or publish such edition is given, the publisher shall give security, himself in \$2,000, and two sureties to be approved by the Minister, in \$1,000 each, to secure that such edition when completed shall be, including each separate copy, in accordance with the requirements of this regulation.

Education Department,
June 11th, 1877.

ADAM CROOKS,
Minister of Education.

* The schedules above mentioned will appear in the August number of the SCHOOL JOURNAL.