

that the latter regarded him as fit to write at the examination. This regulation should be restored. The principle is not new. It has been applied in connection with the examinations of many universities. It has been followed in the normal schools.

The present law is objectionable because the master is in no way consulted by the examining board. Latham shows, what every teacher will admit, that no written examination is a safe guide in the matter of selection. An examination is supposed to be a test of knowledge or ability, or both. In most instances the examiner frames questions to find out what the candidates know of the subject. Very often a candidate scores a low percentage, and yet an experienced person in reading his papers may feel satisfied, from the way he has answered some questions, that he knows far more of the subject than one who has made higher marks.

How often does an experienced examiner feel assured of the superior ability of a candidate, and yet, from the scale according to which the marks are assigned, this superior ability cannot receive its value? The teacher alone is in a position to tell, as far as can be told, what a student knows and what a student is able to do. His opinion should be secured. Last August, at the Provincial Association of Teachers and Inspectors, a resolution was unanimously adopted, urging upon the Education Department the principle here advocated. I believe, with some modifications in other lines, a plan can be devised to meet the case. If we are ever to have the formation of character properly valued as an object of high school work, then some important alterations must be made in the present way of conducting the non-professional examinations. Let me quote here the words of Dr. Daniel Wilson, President of University College, Toronto, as given a month ago at the annual convocation:—

"But there is another evil, the product, to a large extent, of the modern appeal to examinations as the supreme test of all qualifications for office or appointment. . . . I know of no better substitute as a test of actual work done in the lecture room and laboratory, especially when conducted by an experienced teacher. But the extremists have not only effected a divorce between examiner and teacher, but would fain substitute examinations for the teacher's work. . . . Every system, whether for school or college, is objectionable which relies mainly on the perfecting of educational machinery, and fails to leave scope for the personal influence of the teacher."

These are the views of the gentleman occupying the highest position in connection with our system of higher education. They are sentiments shared by the teaching profession at large. We should know, and cause the public to know, that the ability to pass examinations is not the measure of a man's educational attainments, and that so long as character and its development are objects of our school system, so long will any system be defective which leaves out of view, in determining results, the opinions of those persons most competent to form a correct judgment of the student's moral worth.

"O WELL for him whose will is strong!
He suffers, but he will not suffer long!
He suffers, but he cannot suffer wrong;
For him nor moves the loud world's random mock
Nor all Calamity's highest waves confound,
Who seems a promontory of rock,
That, compassed round with turbulent sound,
In middle ocean meets the surging shock,
Tempest-buffed, citadel-crowned."

—Tennyson.

GREEK is no longer a compulsory subject for entrance in Winchester, Harrow, and Marlborough, three of the great English public schools.

THE average pay of women school teachers in Pennsylvania is \$29.86 per month. What kind of average qualification have we a right to expect from schoolmistresses who do two dollars worth of work for one dollar? Until there shall have been a reform in this matter the schools must suffer.—*Pa. Record.*

Correspondence.

"THE OVER SUPPLY QUESTION."

To the Editor of the EDUCATIONAL JOURNAL.

SIR,—Mr. Lent's contention that the minimum age of teachers should be twenty-one years, will be sustained by every person who has studied the needs of our public schools and desire their welfare. But, as a model school-master, can he inform us upon whom the responsibility rests of the admission to the model schools of persons under the present too low minimum age prescribed by the statute. I have heard of several who have been thus admitted, some of whom have received certificates at the end of the term, others on the attainment of the seventeenth or eighteenth birthday. I know of one girl fifteen years of age who "passed," but will not receive her certificate until she "comes of age." What use will her hurried thirteen weeks at the model school be to her when the instruction she acquired there is not called into practice for nearly two years? Does the blame for such violation of the spirit of the law rest with the inspector or with the model school master? Mr. Lent, in discussing his wise proposition for the limitation or regulation of the supply of teachers, uses these words:—"Notwithstanding the increased difficulty of examination papers, and greater stringency in the requirements in several respects." Does not a comparison of the curricula, standards, and papers show that the examinations are getting less difficult? Is it not easier to slip along year after year on the lowest grade of certificate than it used to be seven years ago? What with ease of getting extensions and the provincial value of the lowest grade, does not a "third" now take the place held by the "second" some years ago? Do not the public reports show that of late years almost every attendant at model and normal schools passed instead of two-thirds to four-fifths as used to be the case? I may be wrong, but it seems to me to be easier to get into the teaching profession and stay there with the minimum requirements, than it was in the seventies.

EXAMINER.

Question Drawer.

MUST a candidate for a third class certificate have passed the entrance examination before being allowed to write?

[No, there is no regulation to that effect.]

IN EDUCATION JOURNAL of Oct. 1st, 1887, page 159—Book Reviews—is a notice of "Exercises in Arithmetic," by Hamblin Smith, containing 1,400 examples. I want this book. How can I get it?
D. W. R.

[Order through any retail book-seller advertising in the JOURNAL or through your local bookseller.]

KINDLY give the names of the Provinces of Canada, with their capitals, situated between Ontario and British Columbia, and the most important places in each.
B. S.

[Manitoba is the only province proper between Ontario and British Columbia. West and north of Manitoba is the great Northwest Territory, extending west to the Rocky Mountains, and north to Hudson Bay and the Arctic Ocean. The southern portion of this is subdivided into the territories of Assiniboia, Saskatchewan, and Alberta, each of which will probably become a province at some future day. Regina, in Assiniboia, is the capital of all the territories. Besides it, some of the principal places are Broadview, Qu'Appelle, Fort Qu'Appelle, Troy, Moose Jaw and Medicine Hat, in Assiniboia; Prince Albert and Battleford, in Saskatchewan, and Fort McLeod, Calgary and Edmonton in Alberta. Calgary is probably now the largest town.]

I WAS ill for several weeks and engaged a substitute for twelve days. One trustee said he thought I should pay her out of my own salary, but I said a teacher could claim a month in case of sickness and not lose any of her salary. What is legal in such a case? Will you answer as soon as convenient?
N. M.

[You were right. In case of sickness, certified by a medical man, every teacher shall be entitled to his salary during said sickness, for a period not exceeding four weeks for the entire year; which period may be increased at the pleasure of the trustees. Reg. 158.]

[SUBSCRIBER would, in our opinion, be very unwise to raise now a question about allowance for sickness in 1876. Trustees, laws and departmental regulations have all been changed, no doubt, since then, and it would be a small and non-paying business to go back twelve years to claim two weeks' extra allowance.]

GIVE the names of the counties in Ontario in which which uniform promotion examinations are held.

[Perhaps some reader will kindly supply this information.]

What extracts from the Fourth Reader are pupils, who write on the entrance examination, required to commit to memory?

[For July, 1888, the short extracts of which list is given on page 8 of Reader, "I'll Find a way or Make it," p. 22, and the "Bells of Shandon," pp. 51-52.]

Educational Notes and News.

ESSEX COUNTY grants only three hundred dollars each towards the support of the two high schools established in that county.

EAST GREY Teachers' Institute will meet in the Music Hall, Thornbury, on Thursday and Friday, 23rd and 24th of February, 1888. J. White, President; A. Grier, Secretary.

THE Turkish Government has apparently determined to crush out of existence the schools and other educational institutions in the country, for which Americans have contributed liberally. Among the most prominent is the Roberts College, a fine structure overlooking the Bosphorus, for which the late Christopher R. Roberts, a prominent merchant of New York, made munificent endowments. The American Minister protests against the enforcement of the law.

A RESOLUTION has been introduced in the Cleveland Board of Education and referred to a committee to exclude all married women from the list of teachers. Whereon the *Leader* remarks:—"There are less than twenty of them in the whole 600 employed. Some of them have done useful and noble work for many years. There are no better teachers in our schools than they are. They are honored wherever they are known. The fact that they have husbands has nothing whatever to do with the case. They perform their duty faithfully and ably. There is no more sense in proscribing them than there would be in proscribing married men, of whom there are a number in the schools in one capacity or another." To which we say "Amen."

ONE young lady teacher, of Voley County, Nebraska, exhibited wonderful courage and presence of mind during the late blizzard. A despatch states that "Miss Minnie Freeman was at the little school house of Myra Valley district, with thirteen pupils ranging in age from 6 to 15 years. About an hour before the time for dismissal, the blizzard, which swept across the level prairie, struck the school house with such force as to tear the door from its hinges. Another terrific gust struck the building, and in the twinkling of an eye carried away the roof, leaving the frightened little ones exposed to the elements. The plucky teacher gathered her pupils together, and, securing a coil of strong, heavy twine, began with the largest one and tied them all together by the arms, three abreast. Taking the youngest in her arms, she tied the end of the twine around her own body, and, with all the words of encouragement she could muster, started out into the storm. Selecting her way carefully, the brave girl led her little charges through snow drifts and the blinding blizzard, and, after a journey of three-quarters of a mile, the little band reached the threshold of a farm house and were taken in.