

The following teachers compose the staff of the Barrie Model School for 1886. Principal, T. O. Steele, Assistants, Messrs. R. R. Jennison and Geo. Henderson, and Misses L. D. Lee, E. King, E. Appelbo, E. Lee, M. Boys, A. Bird, A. Morris, J. Caldwell, E. Booth. There were 33 teachers in training last session of Model School all of whom passed.

Here is a recipe for liquid slating :

Shellac, 8 oz.) Dissolve shellac in alcohol, then add the other ingredients. Shake well and apply with a flat varnish brush. Board should be free from grease.
Lamp-black, 12 drachms,	
Ultramarine, 20 "	
Rotten-stone, 4 oz	
Pumice-stone, 6 oz.	
Alcohol, 4 pints.	

Mr. Arch. McPhadden, a school teacher in the township of Brock, recently had some difficulty with a resident of this section, named McCutcheon, and the resident went to the school house, broke in the door, and assaulted Mr. McPhadden with a stick. For this offence McCutcheon was fined \$2 and costs by Justices Brown and Gillespie of Cannington. The school teacher is hired to do the hick, and it is not fair for the people to usurp the teacher's prerogative. *Whitby Chronicle*.

We wonder if people ever appreciate the fact that the teacher's life is not exactly a bed of roses. The hours spent in the school room are but a small portion of the time that true teachers put upon their work. Constantly their work is before them. The needs of individual pupils, the preparation of lessons,—for it is a poor teacher who does not study how to present each lesson—questions of discipline and method, all keep the mind active with thought upon the school duties. And yet we hear people who speak of the easy time that teachers have. Perhaps they do, but it is remarkable how few of them ever manage to find it.—*Central School Journal*.

We hear so much about teachers co-operating with parents. Almost every educational paper suggests it. We heartily believe in it. We realize fully the necessity of it. We would insist upon it, but at the same time it might be quite as well to have parents occasionally co-operate with the teacher. The teacher's burden might be lightened in a wonderful way were he sure that the home influences would be in his favor. A personal acquaintance between parents and teachers is a good thing. Parents ought to visit the schools that their children attend. Too often do they condemn and criticize the teacher, his manner and method, without making the slightest personal observation. It is a decidedly unjust mode of procedure; though we regret to say a common one.—*Central School Journal*.

A very helpful means of learning to spell well may be found in closely observing the forms of words as found in all correctly printed books. The eye "once schooled to serve the brain" in this respect soon becomes skilful in detecting false forms, and takes actual pleasure in the exercise. It is believed that many of our best English scholars acquired their habit of correct orthography from this fruitful and accessible source. We want less mental gymnastics in "turning down" in the spelling class and more actual study of word-forms with reference to the letters that make them up. We want to leave off teaching an amount of mere drill that the pupil will seek to forget, and begin to teach those things which he will wish always to remember. We want to leave off requiring the boys and girls to spell all the words in a given book and begin to teach them to spell the words in an ordinary letter.—*The Educational Courier*.

Children's voices are abused in most schools. Teachers in charge of classes, who do not understand the voice, like to have enthusiastic singing. There is credit to the teacher; it is a live class or school. The scholars are urged to more effort: loud, hearty singing is what is wanted and striven for. Power is the first requisite in the public estimation; to secure it, a cornet is brought into many a Sunday-school. Give us a good, rousing blast! Singers, to compete with it, must sing louder. The sensitive, quick, and willing ones respond as best they can, strong and hearty. "That's good!" says the teacher, "sing out!" Loud, coarse, vulgar shouting is understood to be music, and passes for the correct thing among many of the most estimable people. Now it is this coarse shouting that is fatal both to good music and the vocal organs.—*J. Woollet, in the School Music Journal*.

A successful Teachers' Institute for the teachers of Aylmer, Malahide, Springfield and South Dorchester, was held in the High School building, Aylmer, Feb. 6th. There were over fifty teachers present, besides several members of school boards and others. The

following officers were elected:—President, Mr. F. Hammond, Aylmer; vice president, Mr. Wm. Chambers, Springfield; secretary, Miss M. Arnold, Aylmer; treasurer, Mr. Rutherford, Aylmer. Committee, Messrs. Burdick, Warwick and Miller, and Misses Watt, Hoover and Taylor. The subjects discussed were the formation of a teachers' reading circle; Geography, introduced by Mr. Chambers, Principal of Springfield Public School; Grammar, arising out of the question drawer; an essay by Miss Watt on "What assistance should be given to pupils in preparing their lessons?" and "Friday afternoons" by Mr. Hammond. The next meeting will be held Saturday June 5th.

A correspondent of the *Whitby Chronicle*, commenting on the recent Entrance Examinations, says:—Fault should not be found with any board of examiners, but with the present system of examining. In order to get equal justice the same persons should examine all the papers. The expense would not be as great as under the present system. Each examiner gets three dollars per day for watching the candidates and afterwards for valuing their answers. A set of examiners in Toronto would mark all the answers from the Province in less than the aggregate days of the High School boards. Every candidate for entrance ought to pay a fee of at least one dollar for the payment of expense. Some fault has been found with the papers. We do not think the style of questions given too difficult. If the standard were raised and the questions of a more practical nature, it would increase the efficiency of the Public Schools. Let our teachers know what is expected of them, and they are sure to come up to the requirement.

The Toronto School Board has regraded the salaries of their teachers to apply to future appointments, and reorganized the plan of promotion. Lady teachers will have to commence with a salary of \$300, and the maximum after 15 years' service is to be \$636. Promotions will be made for length of service by a fixed annual increase, and not by appointment to classes as heretofore. The appeal of the city lady teachers to be placed on an equal footing, as regards remuneration, with the men who do equivalent work, was not entertained by the Board. It is possible that such a question will be considered in the millenium, or perhaps sooner if lady trustees are elected on the School Board. Why it is that the intrinsic value of a man as a teacher is worth more than that of a woman who does equal work, with equal and often greater efficiency, has to undergo the same amount of training, passes the same examination, obtains equal certificates, and so forth, is a matter that we should like to be enlightened on.

The Kingsville School although universally acknowledged to be in a very low condition when the present Principal took charge has achieved a front place among the schools of the county during the year just close. The Principal is to be congratulated on having passed the largest number of pupils of any school in the south riding of Essex at the entrance examinations during the year 1885 either in proportion to population or to the number of teachers employed. One of the pupils Miss Fanny Drake took the largest number of marks obtained by any pupil at the examination. Also Miss Linnie Scratch, not 12 years old till the middle of March, was the youngest successful pupil under Mr. Maxwell's inspectorate. If any teachers have passed pupils at a less age we should be glad to hear from them. At the Baptist New Year's tree entertainment the Principal was agreeably surprised on being presented with a handsome present from the members of his class.

It is often the case the teacher of country schools finds himself with little or no blackboard surface in the school room. If he asks the trustees to furnish him with these "tools to work with" the usual reply is that the appliances already provided are "good enough for our district," and that the preceding teacher did not think it necessary to make such demands. He is also admonished that he must not be too extravagant in his requirements. In such cases, the teacher must either procure the needed articles at his own expense or do without them. With his meagre salary, he does not care to incur much expense, but he must have blackboards. I have used a blackboard preparation which I find to be a most excellent thing, and much cheaper than liquid slating. I will here give the recipe, which I found in "Lind's Methods of Teaching in Country Schools." "Take equal parts of lampblack and flower of emery, and thin with a mixture of equal parts of benzine and Japan varnish." Two coats applied to a smooth surface will make a good blackboard, and the cost will be very small. B. W. Williams in *Our Country and Village Schools*.

At present about 160 pupils are taught in the Woodstock High