

heart selected portions of Virgil ; Re-translation into Latin of easy passages from Cicero. (b) *Greek*: Optional.

Other subjects same as for 1881.

#### FOR FIRST-CLASS CERTIFICATES.

##### I. FOR GRADE C.

*English Literature.*—Prescribed Subjects.—Richard II.—*Shakespeare* ; The Deserted Village.—*Goldsmith* ; The Task, Book III.—*Cowper* ; *The Spectator*—Papers, 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 269, 329, 335, 517.—*Addison*. Johnson's Life of Addison ; Macaulay's Life of Johnson. No particular editions of these texts are prescribed.

Other subjects same as for 1881.

##### II. FOR GRADES A AND B.

Same course as for 1881.

#### A TEACHER SHOULD

Labour diligently to improve himself, morally, physically, and intellectually.

Thoroughly understand what he attempts to teach.

Prepare himself for each recitation.

Require prompt and exact obedience.

Call on pupils promiscuously, as a rule, to recite.

Teach by precept and example.

Manifest an active interest in the studies and pursuits of pupils.

Make the school room pleasant and attractive.

Make few rules.—Do right covers all cases.

Avoid governing too much.

Let his pupils see he means what he says.

Take good care of his health. Retire early, rise early, bathe every day.

Teach the subject, not mere words.

Visit the schools of others.

Read the CANADA SCHOOL JOURNAL carefully, and make notes of what he reads.

Attend County Conventions, take part in the discussions, speak to the point, make notes of what is said at the Conventions.

Have complete control over himself.

Keep up courage if right, even when strongly opposed.

Have good personal worth as well as learning.

Cultivate fluency of speech.

Encourage precocious as well as dull children to exercise freely.

Honour his trustees that his days may be long in the land.

#### A TEACHER SHOULD NOT

Talk much, or very loudly.

Promise what he cannot perform.

Threaten for anticipated offences.

Be hasty in word or action.

Punish when angry.

Speak in a scolding, fretful manner.

Be late at school.

Attempt to teach too many thoughts at once.

Use a hard word where an easy one will do as well.

Let his pupils see they can vex him.

Let a known fault go unnoticed.

Speak evil of others.

Magnify small offences.

Use stimulating drinks or tobacco. Tobacco using should debar any teacher from receiving a certificate.

Put off till to-morrow what should be done to-day.

Trust to another what he should do himself.

Believe all reports without investigation.

Indulge in vulgarity or trifling.

Encourage tale bearing.

Be weary in well-doing.

Use corporal punishment, except in extreme cases.

D. A. M.

#### SHOULD BOYS DO NEEDLE-WORK IN SCHOOL?

By JAMES L. HUGHES.

If the only object accomplished by teaching needle-work in school was enabling the pupils to sew and knit, I would answer "no," although even with this limitation the question admits of discussion. When it is remembered, however, that the hand needs to be educated quite as much as the intellect, that it is capable of almost unlimited training, and that in most cases there is absolutely no provision made in schools for developing finger power or dexterity, there seems to be ample justification for answering "yes" to this important question. Boys' fingers are too often "all thumbs." Every parent knows that the fingers of girls are much more nimble and skilful than those of boys, but unfortunately in most cases they learn nothing by knowing this. They simply take it for granted that it is so naturally, ignoring the fact that this dexterity on the part of girls is the result of training and practice.

It is urged that "boys will not like to knit or sew." This is not correct. If we give them the idea that it is unmanly to do so, they will undoubtedly object, but the teachers will be to blame if the boys get or retain such an impression. They delight in doing light work with the fingers, and until we can get something equally good for boys to do with their hands in school, needle-work should be used for the training of the hand. It is also said that "it is undignified for a boy to sew or knit." This is a snob, or "Lord of creation" argument. If it is undignified for a boy to work, and to have active, skilful fingers, then he should not sew or knit.

The Boston School Board has been trying the experiment in one school of having the boys do needlework with the girls. They are convinced of the desirability and propriety of the plan, and so far the results have been satisfactory. During the last two years the boys in most of the junior classes in Toronto Public Schools have done the same needlework as the girls. They have done this, too, as a matter of choice, and not by compulsion. They had the privilege offered to them and they embraced it, when the benefits of such work were fairly pointed out to them. The boys themselves do not object; any opposition that has been given comes from thoughtless parents.

In the Kindergarten the boys and girls work together, and where true kindergartening cannot be introduced the best substitutes for the "work" side of it are sewing and knitting. Of course the boys in senior classes should not sew or knit in school, not that there is any objection to their doing so, but because they can be better employed at physical development of another kind. When boys are old enough to take systematic drill or calisthenic exercise, they should be engaged at these exercises while the girls are doing their needlework.

The cry is constantly raised for "skilled workmen." In several European countries this need for them is so greatly felt that special schools are established for their training. Why should not the public schools of a nation do something for the development of a race of men who will be able to work with skill and precision with their fingers, when such training may be given without loss of time, and without giving the teacher any extra trouble?