

notice a few peculiar resemblances between French and English, particularly such expressions as may be found in early English, but not in the English of the present day. Thus *semblable*, meaning one's fellow, is twice used by Shakespeare as a noun in a similar sense.

"His *semblable*, yea, himself, Timon disclaims."
"His *semblable* is his mirror."

Analogies to the French reflexive verbs may occasionally be found, "Bethink you of some conveyance," says one of the Merry Wives of Windsor. "I fear me he will scarce be pleased withal." "And yet, alas! now I remember me (je me souviens). "Yet I do repent me (je me repens) of my fury that I did kill him," says Macbeth. "Where then, alas! may I complain myself?"

I have thus endeavored to indicate by a few practical illustrations how, in my opinion, the study of derivation may be made useful to the beginner in French who has even a little previous knowledge of Latin. I have barely skimmed the surface of the subject, for I am persuaded that very much more might be made from the relation of French to Latin than I have been able to point out,—and that not merely in a scientific point of view, but for the every-day uses of the school-room.

I have been moved to speak on the subject, not with the idea that I had anything particularly new or original to say, but in the hope that I might make a few suggestions not wholly without value to some who might listen to them; and because less provision is made for this kind of study in French in the common dictionaries and text-books that we are obliged to use than in those pertaining to Latin and Greek. With such a wealth of material as French and German philologists have furnished, and are continually furnishing, we ought not to be without some first-rate popular books for reference and for daily use in this department. I think you will agree with me that such books, adapted to the needs of our schools, are very rare.—*Massachusetts Teacher.*

CORRESPONDENCE.

For the Journal of Education.

TEACHERS' EXAMINATIONS.

ALTHOUGH it is now only three years since the present system of examination has been introduced, yet it is impossible to estimate the benefits conferred on the country by its operation even in so brief a period. It has raised the qualifications of teachers to a standard never hitherto attained, and we trust the time is not far distant, when results even more satisfactory than the present will be exhibited. The system was certainly not very popular among teachers at first, chiefly on account of it being required of every teacher, whether he held a valid license or not to submit to re-examination. This must have been viewed as, rather an arbitrary measure by the profession at large, notwithstanding the vote secured in its favor at the Convention of Teachers held in Halifax in 1867. It now appears that the Council of Public Instruction has at last become partially convinced of the unfairness of the demand, as shown by the late Minute of Council, exempting First and Second Class Teachers, holding District licences from re-examination. If the Minute would embrace all classes, no reasonable objection could be urged against it: but teachers of the *third* class have good reason to complain, excluded as they are, from participating in the rights accorded to the other classes. We think there would be no injury done to the cause of education, if third class licenses were entirely abolished, but since the law recognises them, their holders are entitled to the same consideration as any other class: and it is to be hoped the Council will yet view the matter in this light, and act accordingly.

The new method of examination is not so perfect as it might be; yet there can be no doubt whatever as to its superiority compared with the *viva voce* system of former times. Then teachers might, and indeed often did obtain certificates to which their qualifications did not entitle them. Now, there is scarcely a possibility of such an occurrence, and this we consider to be one of the best features of the system. Every teacher must now be at least a fair scholar, and not only so, but, what is of fully as much importance, he must possess a certain amount of professional skill—a qualification not considered to be of very vital importance in the olden time. Still more if he does not put this knowledge into practice, he will soon find his level, for every indifferent teacher, as well as every competent and faithful one, is now a marked man. Our system of School Inspection is so admirably adapted to test the teacher's skill, and to arrive at a just estimate of his worth—whether he is going behind, standing still, or making progress in his vocation—that no laggard need expect to escape detection for any length of time, from the scouting to which he is subject.

Now all this must be very encouraging to every one interested in the progress of education, and we would wish to give expression to nothing of an opposite nature. There appears to us however, to be some defects in the Regulations of the Council of Public Instruction, so seriously affecting the advancement of practical education, that we could consider it wrong to overlook them.

At present we will refer only to two of these defects. Can it be believed by any one not practically cognizant of the fact, that *reading* and *writing* are branches from which the teachers of Nova Scotia are virtually exempt in passing their Examinations for License? We think not. Yet such is practically the case. Is it supposed that any kind of muttering, which it would be a misnomer to call *reading*, is just as good as the best Elocution? or, that scrawling of any kind, if at all legible, will serve the purpose equally as well as if it were in Staples' best style? Surely not. Yet the Council of Public Instruction appears to countenance this absurd idea. We are aware that Candidates for License have to read a passage in the presence of the Deputy Examiner, which counts for nothing—the most accomplished elocutionist, although rivalling an Erving or a Bailey, receiving no more credit for his excellence in reading than the merest tyro in the art. *Writing* does not receive even ironical consideration bestowed on *Reading*. Surely it is high time, that such anomalies should cease to exist. Let teachers be encouraged to attain a high standard in these useful branches, by awarding to them the same marks as to any other branch, and we will soon have a class of teachers that can read with "fluency and expression," and write in a hand that will be pleasing, instead of painful to behold. And when we consider that these accomplishments would necessarily be reflected in every school under the charge of a good reader and writer, we can scarcely estimate the amount of good that would be effected by making the two branches referred to, special subjects of examination.

We have been given to understand that it is in contemplation to revise the syllabus. We trust that this is the case, and that *reading* and *writing* will not be forgotten when the revision takes place. In this connection, we may remark that we fully appreciate the difficulty that must be experienced in the Education Office in preparing the Questions for Examination from the Syllabus, as it now stands. It would appear to be almost absolutely necessary to depart from the "strict letter of the law" in some branches, otherwise the examination could scarcely be considered a test of the teacher's qualifications. A strict adherence to the Syllabus, could of course be demanded, and we therefore think that under any circumstances, it would be well to endeavor to overstep its limits as little as possible. We take it for granted that the last Examination must have given very general satisfaction in this, and also in other respects, from the entire absence of any public expression of opposition, and we trust that this tacit approval will manifest itself in a positive manner at the Convention to be held during the Christmas holidays among "the wise men of the East."—*Com.*

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TEACHING AS A PROFESSION.

FROM whatever premises opinions are started, they concur in placing Education first among the social questions of the day, in the order of solution. The strongest minds of the age have bent all their energies to the task of popularizing knowledge, and devising efficient systems of national instruction.

In all these systems the services of the living agent or teacher have been considered indispensable, and a social position has by degrees been accorded to him, in some degree commensurate with his importance. There is a necessary connection between the work done, and the workman, and the more men learn to value the power of intellect, the more they prize the ability to bring into subjection the natural forces, the highest estimate will they put upon the trainer who develops this power and makes the mind conscious of this ability.

The most enlightened nations are now beginning to recognize teaching as a profession. The opinion is gaining ground that excellence in this particular avocation, as in all others, is only to be obtained by making it a life-work. Old opinions are being exploded, and the old barriers broken down, as Education has cleared away the rubbish of ignorance and revealed the latent forces of Society. Men have seen that a potent force is in operation in the world, effecting a silent yet mighty revolution, and have accorded to those who wield this great power, a more respectable status than heretofore.

In the United States the condition of the district School-master was long a by-word and a reproach. He was popularly known as a strolling adventurer, who "worked for nothing and boarded round." He had no abiding city; but wandered up and down the earth, doling out his mental pabulum for the merest pittance. His earthly possessions were few and he could sing with a clear conscience,

"No foot of land do I possess,
No cottage in this wilderness."

Now his importance is felt, his salary is more than respectable, and he can hold up his head among the best of the land. Nova Scotia has passed through a similar ordeal. Within the