

- (v.) No. 81. Female Party-Spirit discovered by patches.  
 (vi.) No. 112. A Sunday in the Country—Sir Roger at Church.  
 (vii.) No. 159. The Vision of Mirza.  
 (viii.) No. 239. Various ways of Managing a Debate.  
 (ix.) No. 281. Dissection of a Coquette's Heart.  
 (x.) No. 287. On the Civil Constitution of Great Britain.  
 xV. The Lives of Milton and Addison.—*Samuel Johnson.*

While the Committee will attach due weight to a close study of these selections, they will consider it of far greater consequence that candidates should show themselves able to enter into the spirit of the authors read, and to appreciate the beauty of their style. They will prefer a knowledge of important facts and general features to the most minute acquaintance with details, if unaccompanied by an ability to distinguish what is important from what is not. Further, in order to impart a stimulus to the study of English Literature, and to improve the teaching of English throughout the Province, the Central Committee—acting as they believe, in harmony with the spirit of the regulations of the Council—purpose increasing the relative number of marks assigned, in the Examination of Candidates for First Class Certificates, in what may be termed the English branches. In future the number of marks allowed for Algebra, Geometry, and Natural Philosophy, will be 675 in all; and exactly the same number will be allowed for English Grammar and Etymology, English Literature and Composition.

—We commend the action of the Central Examining Committee in the course indicated above, as a step in the right direction. We have on previous occasions called attention through these columns, to the mechanical mode in which English literature was taught in our Normal Schools. The mere memorizing of noted authors and their works was the test of proficiency—a test which did not require anything like a critical knowledge, either of the author's peculiarities of his style, or the beauties or defects of his composition. To know that Shakespeare wrote *McBeth* or that Milton was the author of "*Paradise Lost*" was enough. But what was the plot in *McBeth*, or what were the peculiar beauties of "*Paradise Lost*" was too often lost sight of. We hope that with the design of thus particularizing certain portions of English

literature and imbuing the minds of students with a taste for perceiving what is chaste, beautiful and forcible in the writings of those selected for special study, will be developed a desire among our Public School Teachers for the perusal of the works of the founders of our literature. A great stimulus might be given to reading by early cultivating in our young men and women a love for the beautiful and refined in the composition of such writers as Addison, Shakespeare, Macaulay, &c. It is to be regretted with all the facilities for the acquisition of knowledge furnished by the enterprise of publishers, so much time is wasted, and so little progress made in storing the mind with the thoughts of the "great and the good" who have left the impress of their vast intellectual powers on the age in which they lived.

#### CORRESPONDENCE.

TOO MANY GIRLS.—It is utterly impossible for competent male teachers to compete successfully, in salary against 3000 girls yet in their 'teens.' Their redundancy is not only affecting men, but is reacting against themselves. Shall we leave the affair in the hands of supply and demand, or, shall we raise the standard of qualification far beyond what primary schools really need, and thereby rescind one-half of them? I believe the supply would continue to increase, till the emolument and dignity attached to teaching would sink below those of scullion girls in city hotels. A Central Board and one standard of qualification for both sexes, are two things needed. For what reason should a woman be allowed to undertake a man's work with less qualifications? If a man's qualifications are necessary for a certain work, how can a woman do it with less? If a woman's qualifications only, are sufficient, why not let her do her work with her qualifications? Why talk about expunging the third class males, while 3000 girls, barely equivalent to as many fifth class men, are permitted to remain? This deference to mere sex may be gallant and courteous, but I fear it is an expensive compliment.

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