

Braddon and a certain class of writers that contribute to bazaar pattern, "Fireside" "Hearth" and "Home" Journals. What do they deal with but divorce, poisoning, murders, treachery, "The pardonable indiscretion" (See *Toronto Globe* on "Juvenile Crime") and a host of other evils that our youth know too much of already. In other countries many historical events are taken as bases for children's stories and also for healthy literature for older ones the best example of which is the collection of Sir W. Scott. I believe that the Rev. Dr. Withrow of Toronto is about the same work but on a smaller scale, taking events in Canadian History as groundwork. In the fight against the "Eleventh Plague" you say "The Canada School Journal will assist you." Could not the Journal sow broadcast the idea that we have in Canadian History a number of events that could be put into form of healthy literature, that a short spicy and palatable story could be got up in cheap form, that inducements could be held out to form cheap Public School Libraries where none at present exist, and additions to those that are in existence with these books, that one or so could be printed in the "Journal" as a serial and that the Government offer a series of prizes to writers in Canada on Canadian subjects, the Government to state the subject. The prizes need not be large; just enough to pay for the trouble, and I think many would try. Temperance societies have offered such prizes, Agricultural Societies, Missionary Societies &c., &c., have offered them. Why could not a little be done to purify the public taste in literature? Surely many of our papers, which you say deprecate the evil, would forward the work by publishing some of the better class of the productions. These are but ideas thrown out. Please overlook the crudity of style in presenting them. Should other correspondents to your estimable "Journal" notice them, different means of carrying on the work will multiply, and doubtless ere long the Dime and Nickel foes will be met by foemen who will eventually crush them.

Trusting that this will meet with a favorable consideration,

I remain, yours very truly,

Kingsville Ont. May 20th, 18 4.

FRANK LEIGH.

#### To the Editor of the CANADA SCHOOL JOURNAL.

SIR.—Please answer in CANADA SCHOOL JOURNAL the following questions:

1. A teacher is engaged with trustees at \$440 per annum and commenced duties in the beginning of the year, but has resigned, and agreement terminates on Aug. 17; what will be the amount of salary claimed by teacher?

2. If Boards of Trustees modify the Public School Programme, must it be for the whole school or for individual pupils? Or does the regulation deal with schools or with individual pupils in a school?

Yours &c.,

SUBSCRIBER.

REPLY—1. We do not know that this question has ever been settled by the Department. Apply for an official answer, or have it settled in Court and let us hear the result. Our opinion is that the teacher is a salaried officer paid by the year, holidays included. He is not employed merely by the day to teach so many days, therefore in the present case the teacher should claim 229 three hundred and sixty fifts of \$440, since he has been teacher 229 out of the 365 days of the year. In all cases the teacher can claim pay for the holidays immediately following.

2. The Board cannot interfere with the internal management of the school. It has no direct authority over pupils. It can make regulations and direct the teachers to carry them out. For example the Board cannot expel a pupil, but may direct the teacher to do so. We are strongly of opinion that any regulations of the Board which do not apply generally are *ipso facto* void and could not be enforced. You had better state the facts particularly and ask for an official decision from the department.

#### To the Editor of the CANADA SCHOOL JOURNAL.

SIR.—Please oblige by answering the following questions:—Can a teacher be brought before a magistrate and fined for slapping a pupil on the jaw with the open hand; In punishing an outrageous pupil I unintentionally caused his nose to bleed. The boy's father brought me before a magistrate who gave me the alternative of a fine or signing an agreement binding myself under penalty of fifty dollars, to refrain from slapping pupils on the face in future. I accepted the latter. Had the magistrate power to act in the matter?

Yours truly,

R. M.

REPLY—1. Yes, undoubtedly. 2. The magistrate certainly had the power to impose a fine on the ground of assault; but the agreement under penalty is open to serious doubt. In any case the teacher could appeal against the magistrate's decision.

REMARKS—Any teacher who strikes a pupil on the head either with the hand or with any instrument is wholly at the mercy of the magistrate. There is no excuse possible for such a form of punishment. It is exceedingly dangerous to the pupil and has frequently produced life-long injury. It is not only very undignified on the part of the teacher but is entirely wrong and unnecessary. The law provides the teacher with ample power to deal with unruly pupils without resorting to barbarous methods. In the present case the injury was only slight but it is easy to imagine how it might have been very serious, such in fact as would have tortured the teacher with remorse for the rest of his life. The only corporal punishment to be permitted in a civilized society consists of blows on the open palm with a broad soft strap. Any teacher who resorts to indiscriminate beating not only outlaws himself but inflicts disgrace and injury upon the whole profession, just as a physician guilty of mal-practice damages all his professional brethren.

#### To the Editor of the CANADA SCHOOL JOURNAL.

DEAR SIR.—On behalf of myself and several fellow students I write to thank you for your timely editorial on "Our Normal Schools." I passed through the Toronto school myself and have good reason to appreciate your remarks. To our class the "unmitigated sham" was a useless bore and complete humbug, the outside appearance of a teacher with nothing inside. My classmates used often to ask with indignation how such a fraud on the students could be continued from year to year. I hope you will not let the subject drop until a real teacher is put in the place of the helpless scold who used to fool away our time on "as" and "but" and everlasting derivations instead of giving us any help with the subjects we had to prepare for our final examination. You have only hinted at the evils we had to endure. I could easily fill pages with examples of the way that our time was wasted in listening to tirades of scolding which sometimes consumed nearly the whole hour set down for a lecture. The so-called lectures in education consisted of a queer collection of musty old notes which were dictated to us to be copied down. We received no benefit from them whatever as they did not help us at all on the final examination and were of no use in the practical teaching. We had a play of Shakespere to prepare, and we did not get the least assistance from the so-called lectures in literature. I have often gone into the lecture-room and spent a whole hour on two lines, even on one line, and I remember once we did not quite finish the etymological bosh on the first two words before the time was up! We heard nothing about literature or Shakespere, it was all derivation, derivation, analysis and parsing, about which the examiners asked us nothing. By the end of the session the class had not finished one act even in this fashion, and we should have been better off if we had had the time to ourselves to read the text-book. It was the same thing with "Bain's Education," there was no teaching, no drill, and the class had to scramble through at the final without any assistance. I cannot begin to describe the mixture dubbed education, and I very soon ceased to take