

way of the compulsory use of the Bible in schools, but to point out why the book of Scripture Readings fails, as such attempts at compromise usually do, to remove those difficulties.

We invite the attention of our readers, especially those interested in the question of phonetic spelling, to Mr. Houston's clear and concise letter in another column, summarizing the spelling reforms recommended by the philological societies of England and the United States.

#### PERMANENT TENURE FOR TEACHERS.

The Committee on Education of the Legislature of Massachusetts recently took a great deal of pains to obtain the opinions of practical men on the question of the desirability of legislation to secure more permanency in the tenure of office of teachers in the public schools. A circular letter was addressed to one hundred and fifty persons, representing State and city superintendents, and others prominently interested in public instruction. Of those who answered, over 98 per cent. favored civil service reform in the school-room. We quote a few of the replies of superintendents and other prominent educators:

William Connell, supt., Fall River: "I see no reason why teachers of ability, experience, and success, should be subjected to the ordeal of annual elections."

J. L. Pickard, State supt., Iowa: "Teaching will never become a profession by annual appointment."

Hiram Orcutt, manager of the Educational Bureau, Boston: "I am emphatically in favor of such legislation, not so much for the teachers' benefit as for the benefit of our schools."

William J. Milne, principal State Normal School, New York: "I regard it as exceedingly important that the tenure of office should be more permanent."

Moses Merrill, head master Boston Latin School: "I deem it a matter of great importance that the tenure should be good behavior and efficiency."

Thomas Hunter, president of Normal College, New York City: "It is highly important that there should be legislation making the teacher's office permanent."

W. E. Archambault, supt. of Catholic schools, Montreal: "The effects of such legislation would be to retain in the profession the best teachers. As a consequence, the schools, being managed by able and experienced teachers, would advance rapidly."

A. G. Boyden, principal at the State Normal School, Bridge-water: "Teachers in the normal schools have not been subject to annual elections. The continuance in office has been a strong inducement to make the best possible preparation for the work, and has given the time and the means to carry into effect the work thus planned and prepared for."

G. Stanley Hall, John Hopkins University, Baltimore: "Our schools are deteriorating in very many parts of our country, and will continue to do so till we can free our school teachers from the control of those whose interest in education is mostly political and commercial. Permanent tenure in

Germany has made teaching a profession. With us it is a trade."

We do not know to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, still prevails in Canadian Public Schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public school-master's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned.

This is one of a class of subjects which could be taken hold of with advantage by a Provincial Teachers' Union, when formed. The united influence of the teachers would soon effect any desirable amendment in legislation. By the way, we are surprised to see that the projected Union is meeting with opposition in some quarters from the teachers themselves. We are unable to understand on what grounds such opposition can rest, unless on a misconception of the true work of such a union. We do not for a moment suppose that the teachers of Ontario would suffer such an association to degenerate into a mere machine for forcing better terms from trustees and taxpayers, although the raising of salaries would be one legitimate and worthy object. But we should expect to see such an organization speedily take its proper place as a dignified and influential deliberative body.

### Special.

#### ENTRANCE LITERATURE.

#### LESSON LXXXV. MARMION AND DOUGLAS.

J. STUART CARSTAIRS, CHESTERTVILLE.

#### CLASS EXERCISES.

#### I.

#### Lines 1-10.

Improve the first couplet.

*D. q.*—On what "day" was it?

*Troop.*—Describe. *Camp.*—Where was it?

*Array, safe-conduct, 'royal seal and hand.*"—Fully explain the meaning. What is "royal seal"? Why was the "safe-conduct" necessary?

*Band.*—Distinguish from *troop* (l. 2), *train* (l. 11).

*Ancient.*—Distinguish from *old*, *antique*, *antiquated*.

*With stately grace.*—Put in another expression meaning the same.

*Would.*—What action on Clara's part does this imply? Why?

*Palfrey.*—Distinguish from *horse*, *charger*, *steed*.

Paraphrase line 10, bringing out fully its meaning and explaining everything implied in it. What figure in it?

What word in lines 1-10 gives an idea of meaning by its sound? What figure? Marmion, Surrey, Douglas, Clara, write notes on these names, distinguishing the fictitious characters from the real.

#### Lines 11-18.

Point out any beauty in lines 11, 12.

*Train.*—Give the different meanings of this word, tracing their connection.