

John McBride B. A., late headmaster of Port Rowan, high school succeeds Wm. McBride M. A., as headmaster of Richmond Hill high school.

Mr. W. R. Miller has resigned his position as headmaster of the Goderich Model School and has embarked in the insurance business. He is succeeded by Mr. Embury of Brockville.

Mr. Whale, late teacher of drawing in Brantford Collegiate Institute has been appointed Drawing Master in the Ottawa Normal School. He received his professional training in England and enters on his duties under favorable auspices.

An investigation was commenced yesterday at Barrie by Dr. Hodgins into the rumoured frauds in connection with the High school examinations, and the evidence clearly established the fact that candidates had been supplied with the questions previous to the examinations. —*Mail*, Jan. 4th.

At the Canadian Institute Feb. 2, Prof. G. P. Young spoke on the interpretation of imaginary quantities in mathematics. He showed that all imaginary quantities have a real interpretation and a real existence. It is pleasing to see the veteran professor returning to the love of his youth.

The attendance at the Public and High Schools of Napanee has increased so largely that additions to the teaching staff have been found necessary. A fourth teacher has been added to the High School staff, and in all likelihood the Public Schools will speedily obtain one or two additional teachers.

The teachers and pupils of the Normal and Model Schools, and a few friends, presented Miss Hunt with a purse containing \$150. Miss Hunt was an efficient teacher and is held in high esteem by her pupils and fellow-teachers. She retires from the position of teacher of the third division of the Girls' Model School on account of failing health.

In the Provincial Model School at Toronto Miss Scott, of the Ottawa Ladies' College succeeds Mrs. Cullen as head mistress. Mrs. Cullen resigned on account of serious illness after twenty-two years' faithful service in the school. Mr. J. H. McFaul, late Inspector of St. Catharines' public schools, succeeds W. Armstrong, C. E., who has been Drawing Master in the Normal and Model Schools for over twenty-five years. Sergeant Parr also takes the place of Major Dearnally as Drill Instructor.

The Renfrew school has had several changes on its staff of teachers, some of them caused by the teachers receiving better offers elsewhere. The staff for 1884 will be:—High School, Messrs. McDowell and Kemp; Model School, Mr. Boag and Misses Mills, Mitchell and Smallfield; Separate School, Mr. Berry and Miss Morgan. The Board refused to allow Mr. Kemp to accept a higher salary in Pembroke, as his agreement was for a year, but Miss Reynolds left for Arnprior at an advance of \$50.

Mr. J. H. McFaul, the Drawing Master lately appointed in the Toronto Normal School, has had over twenty years' experience in Canadian Schools. He received his training at the Toronto Normal School in 1866, and has held important positions as teacher in the public, high, and model schools respectively and has latterly been a public school inspector. He has all his life made a specialty of penmanship and drawing, and has undergone special training in drawing under eminent American and English professors.

From a recent report by Inspector Scarlett we learn that the average attendance for the Counties of Northumberland and Durham is 43% of the number on the roll. The Inspector says: "One great drawback in connection with the progress of primary education in this Province is irregularity of attendance. . . . The average cost per pupil, including local section and county tax is \$5.70, while each criminal prosecuted in these united counties costs considerably more than fifteen times that amount. . . . Too many of our schools are under the control of boys and girls accustomed to routine drill, who would do excellent work in the primary departments of a graded school under the supervision of a first-class teacher, but as yet have neither the maturity of mind, nor the professional experience to form habits of thought, and lay the foundation of character in our children. . . . In very many ways the child mind is too often subjected to mere experiment. Too often any apprentice who "hires cheap" is permitted to operate. This is why I favor the employment of an experienced teacher in any school section in which circumstances are at all favorable."

The Council has granted funds to carry on the promotion examinations in answer to a petition from the Teachers' Association.

Rev. Ed. Blair, M.A., Inspector of schools in Grenville, while one of the oldest is yet one of the most active inspectors in Ontario. He retains his physical vigor to such an extent as to prefer to walk from school to school when performing his official duties. Mr. Blair was educated at St. Andrew's University in Scotland.

The experience of many teachers will no doubt enable them to corroborate more or less fully what the Superintendent of the Columbus schools says with reference to the children of rich parents. "The children most difficult to control come from well-to-do and wealthy families. They are not vicious, disrespectful, or impolite, but are indolent and averse to doing anything contrary to their own sweet wills. The reason is evident. So long as the teacher can disguise the work as play, all is well; but when it becomes plain, hard, and continuous work, and a little compulsion becomes necessary, trouble begins. Sometimes, in order to avoid trouble, teachers do the work for these pupils. The result in all such cases is the acquisition of some knowledge by the cramming process, but no increase in mental power. These pupils study only when under the eye of the teacher. This may do in the primary grades, but those pupils in the high and grammar grades should daily devote from one to two hours to uninterrupted study out of school. When children arrive at the age of twelve years they should have acquired a power of application and attention, have formed a habit of regular and systematic work, and have self-control enough to force themselves to the performance of unpleasant duties."

At the close of the Port Hope High School for the Christmas holidays the pupils presented Dr. Purslow, the head master, with an address filled with expressions of appreciation and good feeling towards him. It was accompanied with a library set of Vienna manufacture, consisting of six pieces in a handsome case. In the course of his reply Dr. Purslow said that it wanted only a month of being a quarter of a century since he first became connected with the school, that he looked back with the greatest pleasure to occasions like the present when he had received assurances of his pupils' esteem. These times were oases in the desert of hard and weary work which every conscientious teacher had to traverse. He went on to compliment the pupils on the good, healthy, moral tone that pervaded the school, and thought no school was more easily managed than this, and the secret was that he had confidence in them, and they had confidence in him and in each other. He had always found the heart of the school, as a whole, in the right place. He had to look for it sometimes under a big heap of mischief and fun, but there it was, leaping warily on the side of truth and right, as many a test had shown. He again thanked them for this expression of their confidence and good-will, and reciprocated with all his heart their good wishes for his future happiness and welfare.

The *Bruce Telescope* says:—"It is really time that teachers should also establish a trade union. At present they are entirely at the mercy of their employers, the school trustees. The wages of teachers are coming down. They will come down still lower unless steps are instantly taken to arrest the down slide. The seventy-five mills that are manufacturing teachers since 1874 have produced a plethora. The supply should be checked in some way. The engagement of teachers for schools should be regulated upon a different system from that at present adopted. It is unseemly and disgraceful to see the way teachers will degrade themselves by applying for schools advertised in the newspapers. There is no country, at present, in the world in which such a system is adopted. Take up the American newspapers. Will any one see teachers advertised for in the same shameless manner as it is done in Canada? A council employed by a union of teachers would correct this and other abuses. The modest and friendless teacher would get a chance. The pushing, the turbulent, the pretentious and the scheming, would not have it all their own way. It behoves teachers who intend to make teaching a business for life to unite for the protection of a noble profession. It is now very low. Thirty-one thousand men and women have certificates—only about eight thousand can get employment. Five-sixths of the public schools of the country are conducted by boys and girls without experience. The result is that eighty per cent. of the school-going population leave school without aspiring even to go as far as the Fourth Book. The last report of the Minister of Education shows these results. Teachers, raise the standard of education—raise your status by uniting into a trade union."