

In regard to salary, I can but say it is one of the most serious drawbacks to the profession.

This is not written for criticism, but in hope that it may help to a clearer decision on this subject.

J. W. D.

WENTWORTH TEACHERS' ASSOCIATION.

To the Editor of THE EDUCATIONAL JOURNAL.

DEAR SIR,—Enclosed please find copy of report of Committee appointed by the Wentworth Teachers' Association to consider the Entrance examination papers for 1894. It is our intention to try to secure the adoption of this report by the public school section of the Ontario Educational Association at its next session.

Yours truly,

A. BAYNTON.

Waterdown, March 18th, 1895.

Officers and Members of the Wentworth Teachers' Association:

LADIES AND GENTLEMEN,—Your committee beg leave to report that, in accordance with your instructions, they have given very careful consideration to the various papers set at the Entrance examination in June, 1894, and have determined to suggest regarding the undermentioned papers, as follows:

ARITHMETIC.

- (a) That the paper should consist of ten questions, valued ten marks each.
- (b) That the marks be apportioned as follows:
 - (1) To technical terms—ten per cent. of total marks.
 - (2) To accuracy of integral and fractional operations—twenty per cent.
 - (3) To measurements—thirty per cent.
 - (4) To commercial arithmetic—forty per cent.
- (c) That no choice of questions should be allowed—thus avoiding the explanatory note at the head of the paper.
- (d) That examiners be directed to give full marks to questions answered to the nearest cent in commercial arithmetic.

DRAWING.

- (a) That the free use of instruments in bookwork and at the examination be allowed.
 - (b) That the paper should always contain a test of freehand drawing.
- The Committee were of opinion that the 1894 drawing papers might be taken for a model, were it not for the note at the head of it.

GRAMMAR.

That marks be apportioned as follows:
Analysis, 40. Parsing, 30. Inflection, 15.
Correction of errors, 15.

WRITING.

- (a) That there should be no questions on principles of writing until some well-defined system of principles is authorized to be taught in our public schools.
- (b) That the paper of 1894 contains too much work for the time allowed.

GEOGRAPHY.

- (a) That in question 5 (a) the words "and with Australia" be struck out.
- (b) That the paper should contain more work on Canada.
- (c) That it should contain a test on map-drawing.
- (d) That the language should be more definite. See questions 4 and 6.

HISTORY.

That the Committee strongly approve of the apportionment giving two-thirds of the marks to Canadian history.

LITERATURE.

- (a) That question (4) in A be struck out.
- (b) That more care be exercised in the selection of the italicized portions.
- (c) That questions like (4) in B are desirable as long as too difficult work is avoided.
- (d) That at least fifteen marks should be allowed for memorization.

W. F. MOORE, Dundas,
Chairman of Committee.
A. BAYNTON, Waterdown,
Secretary of committee.

THE WATERLOO RESOLUTIONS.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR,—Some time ago I made a brief reference to resolutions passed by the Waterloo Teachers' Association. I admitted the zeal of the advocates of such radical measures, but questioned their honesty of purpose and good judgment. I failed to see one redeeming feature in the resolutions, believing, as I do, that we should advocate that which is right rather than yield to the folly of doing evil that good may come. At that time I concluded that the noisy element, "the grasshoppers of the field," were alone responsible for the measures advocated, and yet, notwithstanding the claims of "A.B.C.," I see no reason to change my views. I am charged with being uncharitable in my criticisms, and not prepared to see the evils proposed to be allayed. I certainly fail to see a "collected, unified body, struggling to make their influence felt in the government of the country," for I know of no state in the universe where educational affairs are more at the disposal of the members of the teaching profession than in Ontario. I fail to see any indications of the "fallaciousness of the system" appearing, and conclude that such pictures exist only in imagination. But, admitted that I could see the situation from such a false position, to apply the remedy proposed would to me be indicative of about the same amount of good sense as to conclude to swallow a dose of poison for the relief of a slight headache.

If "A.B.C." would just for a short time look at educational affairs in Ontario from an independent position, he would fail to see the "mass of the teachers protesting against an outrageous and vicious system." He would be able to see the many good features of an ideal system being moulded to a great extent by the teachers themselves. Shakespeare wrote much, but in all cleverly concealed his own personality. How unlike the great bard is "A.B.C.," who, in a few sentences, gives us a view of his whole bent of mind! Would it not be well for our brother, in the face of indications, to reflect that, after all, he might be viewing the situation through stained windows, and thus be misled? We never attempted to belittle scientific training, nor do we believe that the educational system of the province is perfection, but who to hold responsible for seeming defects, and how to remedy them, are problems that should be faced in a spirit far different from that manifested by "A.B.C."

Is it right for us, who are now teaching, to ask the government to give us a monopoly of the profession? Is it charitable for us to call those "adventurers" who have spent years in careful preparation in our Public, High, and Model Schools, simply because we have travelled the road a few years in advance of them? Is it right to deny young men and women the privilege, after such preparation, of entering the profession until they have reached the age of twenty-one, simply to create a scarcity of teachers, and thus raise the salaries? Is it wise to demand an extension of the Model and Normal terms in the face of the fact that the terms are now long enough to accomplish sufficient work, under proper conditions? Is it wise to attempt to build up the profession from without? These are some of the many questions that should be considered by us before endorsing such radical measures.

"A.B.C." is evidently very imperfectly qualified to read the signs of the times, or he would be able to see that the leaders of thought in the Methodist conferences, etc., are imbued with the idea that matter is more important than method—that a knowledge of the principles that underlie all true education are more easily obtained than the means with which to apply them.

It being true that what we know thoroughly we cannot help but teach, it follows that any change to be effected should be in the direction of making the future teacher's course more thorough, not more extensive. Teachers should be compelled to educate, not cram, by allowing the courses to remain as they are, and raising the percentages required for a pass. If candidates for teachers' certificates were required to evince, upon examinations, such a thorough knowledge of the Entrance, Public School Leaving, and Primary courses as to be able to take an honor standing at each examination, our Model Schools would be able to do much better work without extended terms, cramming for examinations would be reduced greatly, individual

effort stimulated, and the profession built up, as it should be, from within.

We have every reason, as a people, to feel proud of our educational position and progress, and we feel confident that no combine of inactive, spoon-fed teachers shall ever be permitted to mould the future of this the banner province of a great country.

JOHN J. SKENE.

Chatsworth, March 8th, 1895.

Teachers' Miscellany.

LAUGH A LITTLE BIT.

Here's a motto, just your fit—
Laugh a little bit.
When you think you're trouble hit,
Laugh a little bit.
Look misfortune in the face,
Bear the beldame's rude grimace;
Ten to one 'twill yield its place,
If you have the wit and grit
Just to laugh a little bit.

Keep your face with sunshine lit,
Laugh a little bit.
All the shadows off will flit,
If you have the grit and wit
Just to laugh a little bit.

Cherish this as sacred writ—
Laugh a little bit.

EDUCATION IN CHINA.

In no country is education more highly esteemed than in China. The child of the workingman, as a rule, cannot hope to get more than a mere smattering. But scattered through the country are numberless families, the members of which for generation after generation are always students, and from whom, as a rule, the officials come. They have no knowledge of any business or trade. They correspond very closely to what are, or used to be, called gentlemen in England, and preserve their position with great tenacity, even when hard pressed by poverty.

Rich parvenus, as a matter of course, engage tutors for their children; and in the humblest ranks of life occasionally parents will stint themselves to give an opportunity to some son who has shown marked intelligence at the village school. But neither of these classes compete on an equality with those to whom learning is an hereditary profession. The cultivation and intellectual discipline prevailing in such families give their members a marked advantage over those who get no help of the kind at home, and who must, therefore, depend entirely on what they learn from their paid teachers.

The orthodox scheme of education is entirely concerned with the ancient literature of China. The original works which occupy the student's attention were for the most part written before the literature of either Greece or Rome had reached its prime. But there are commentators belonging to later periods who must also be perused with diligence. China has not seen an influx of new races, such as have overrun Europe since the days of our classical authors; but still, from mere lapse of time, the language of the country has greatly changed, and the child beginning his studies cannot, without explanation, understand a single sentence, even if he has learned to read the words of the lesson which he has before him. The student makes himself acquainted as thoroughly as possible with these classical works. The more he can quote of them the better, but he must master the matter contained in them as well.

He must get to know the different readings and different interpretations of disputed passages, and, finally, he practises himself in prose and verse composition. In prose he carefully preserves the ancient phraseology, never admitting modern words, though there are certain technicalities of style which will prevent his productions from being an exact imitation of the ancient literature. His verses must be in close imitation of the old-time poets. They must follow elaborate rules as to rhythm, and the words must rhyme according to the classical sounds, which are very different from those of to-day.—*The Nineteenth Century.*