This sum represents an assessment of eight dollars a year, or a total of two hundred and forty dollars, and would secure an annuity of two hundred dollars. This sum is not large enough. I understand the object of the fund to be twofold: (a) a provision for the support of teachers whose usefulness is past, and (b) in this provision offering an inducement to them to retire from the profession—thus making room for younger men—carlier than they would were no such provision made. This being the case, the allowance should be of such value that after thirty years of service annuity be based upon the amount paid in, and not upon the averit would be equivalent, or nearly so, to the salary given up. The salary of the town or city teacher will probably average from six to eight hundred dollars a year. It is the rural teacher who stands rights of the many. most in need of assistance when his life's work is finished. Out of his small salary he can save little or nothing, whilst his more fortunate city brother can put by his one or two hundred dollars a year. I am not writing this in any envious spirit, but we all know the best positions are not numerous, and there are always men ready and able to fill them.

Would it not, therefore, be much better if the annuity were in proportion to the amount paid in, instead of being based upon the salary received? Let the recipients be divided into four classes, the annuity being five-sixths of the total assessment.\*

The following table will illustrate my meaning:

CLASS.	AMOUNT OF ANNUAL ASSESSMENT.	TOTAL AMOUNT PAID IN.	ANNUITY.
I.	\$20.	\$600.	\$500.
II.	\$16.	\$480.	\$400.
III.	\$12.	\$860.	\$300.
IV.	\$ 8.	\$240.	<b>\$200.</b>

The membership in class IV, to be compulsory, allowing all who desire to become members of any other class to do so upon paying the assessment of that class; the condition upon which a member of a lower class could become a member of a higher being the payment of the back increase in assessment with compound interest at six per cent. per annum. For instance, John Doe after teaching for five years wishes to join class I. His back assessment plus the interest is \$67.64, upon payment of which his name is transferred to class I. If he has to pay compound interest on his back assessment he will see it is to his advantage to join the higher class when he begins teaching.

Take another view of the question:

Richard Roe, upon entering the profession, joins class I. For twelve years he pays his annual assessment of twenty dollars, amounting to two hundred and forty dollars. He meets with reverses, and cannot keep up his payments. He requests the department to transfer his name to class II. For three years he will have nothing to pay, the amount already paid covering that period in the second class. Should be still b unable to make his payments, his name can be passed to the th. d class, and if the worst comes to the worst, he has a paid-up annuity of two hundred dollars a year when his thirty years are finished.

From the foregoing it will be seen that I claim the right to enjoy the same ... uity as my better salaried fellow-teacher, provided I am willing to pay for it. The justice of this claim I think none

will dispute.

The following approximate estimate, based upon the supposition that all the male teachers were members of the first class, shows what would have been the receipts and expenditures of the fund for 1879.

## RECEIPTS.

Assessment of \$20	00 eac	h on	8153 male	teacher	s\$	68,060
	00 "				***	
" 2	00 "	887	812 high s	scharl t	eachers	624
	00 "				••••	154

## EXPENDITURE.

Say the average number of years taught by the 869 annuitants was 22, this would give an annuity of \$366 each, or an aggregate of \$181,760.

At first sight, the deficit of \$61,000 may startle us, but we must not forget that had the Fund been begun, say in 1858, with the same assessment as above properly invested at six per cent., at the

end of 1878 the capital account would have been nearly if not quite two and a quarter millions of dollars, the interest alone of which would have more than paid the annuities of 1879. I think I cannot be charged with "cooking" my figures in favor of my argument; at any rate I have endeavored not to do so. An opportunity now presents itself to test some such scheme as I have suggested. The one point I, as a teacher of over twenty years' standing, would press upon the committee is the advisability of asking that the age salary. When the new bill becomes law, let it not be said that its clauses are in favor of the few to the setting aside of the

I am sure you will pardon the liberty I have taken in thus addressing you through an open letter, and beg you will clear your mind of any suspicion of officiousness on my part. "In the multi-tude of counsellors there is safety." My only object in presenting my views is a desire to aid in placing the fund upon a secure and

business foundation.

Very truly yours, C. H. ASHDOWN.

Sandwich, 16th April, 1881.

We are indebted to Mr. Ashdown for so clear a statement of our own opinions in reference to the clause referred to. By reference to the report of the Toronto Teachers' Association meeting, it will be seen that Mr. Ashdown's views were adopted by that body. We hope that a free use may be made of our columns in discussing this important question. The circular issued does not in all points meet the views of the Legislative Committee.- ED.]

To the Editor of the Canada School Journal:

Sin,-In your critique on my official report for 1879, as given in the March No. of the SCHOOL JOURNAL, there are certain expressions and statements of which I feel I have a right to complain. I would gladly be silent, but as my silence might be misinterpreted, I ask room in your next issue for a few words by way of clearance and denial. I will not trouble you again on the pject.

First. "Attack on Mathematics." I made no-such attack.

Second. "Unsupported assertion that the study of Mathematics has proved and is proving injurious to the intellectual life of the

rising generation."

Nowhere have I written, rever have I thought such a grotesque absurdity. I am amazed to find it attributed to me in an educa-

tional journal published by a respectable house.

Third. "He affirms that the solution of problems is of but small educational value." If your readers will take the trouble to read my words in their connection, they will see that my reference is to the "problems" that are in vogue amongst us, many of which high authority holds to be unsuitable and injurious for the children to whom they are proposed. The evil is even greater in the Public Schools than in the High Schools. "Can nothing be done," said schools than in the High Schools. "Can nothing be done," said an indignant mother to me the other day, "to do away with all these sums?"—holding up for my inspection a formidable list of "problems" which her little twelve year old was wrestling with at ten c'cluck at night. "There's no tune for grammar, or history or geography, nothing but sums!" My objection is not to problems (so that Mill does not trouble me at all), but to the excess of them, and to the unsuitable character of many of them for pupils of tender age, and with no special mathematical tastes or aptitudes. I put it to the teachers of Untario, whether this problem mania is not discouraging and disheartening many of their most promising and painstaking scholars, and daving not a few from their schools altogether.

Fourth. You question the correctness of my belief that most of the mathematical teachers, especially University men, are with me in thinking that our school training is getting one sided. It would be an offence against decency for me to quote condidential conversations with school officers. but I made the statement in full view of my responsibility for it, and on due authority, and you must pardon me for claiming that my opportunities for ascertaining the opinion of teachers are not less than your own. I abide by my belief. In confirmation, I refer you to the resolution on the subject of undue mathematical predominance in the high schools, adopted at the last meet ng of the High School Section of the Ontario Teachers' Association, August 12th, 1880. But in truth the fact is too

notorious to need confirmation,

<sup>\*</sup> Five-sixths of the total assessment gives the same annuity as onesixtieth of the average salary multiplied by the years of service.