

They will never hold the captain's trumpet, nor even the boat-swain's whistle, on board the educational ship in this Dominion. On the choice of text books, the most common mistake is made in supposing that a single book is sufficient on any subject. No greater error was ever perpetrated. There can be no proper perspective of the subject as a whole unless we approach it from several points of view. What does the one-grammared man know of English, for instance?

We have thrown out a few hints on these points chiefly for the benefit of young teachers, who are often sorely in need of a friend in council to direct their intellectual hunger to its appropriate nourishment. Let the veterans have their own way, and enjoy their mistakes and dearly-bought experience.

SUPERANNUATED TEACHERS.

Clause sixteen of the Regulations, relating to superannuated teachers, provides that "The teacher who holds a first or second-class Provincial certificate, or is a head master of a high school or collegiate institute, or a public or high school inspector, is entitled to receive a further allowance at the rate of one dollar per annum for every year of service while holding such certificate, and teaching or acting as head master under it, or of service as public or high school inspector (as the case may be)." This gives an additional allowance of 16½ per cent. per annum to the income of certain teachers and school officers after their superannuation. The persons thus favored are First Class Provincial Teachers, Second Class Provincial Teachers, Masters in High Schools and Collegiate Institutes, Public School Inspectors and High School Inspectors. We would like to see another class added to this list, namely: those who hold First Class County Board certificates of the highest grade in counties where they were graded, or permanent First Class certificates in the counties where they were ungraded. In many cases they are the very teachers best entitled to a liberal superannuation allowance. They were not devoid of ambition, for they obtained the highest certificate possible for them under the circumstances. They could not "in their day" secure a Provincial Certificate of any grade without attending the one Normal School then in existence. This they could not all do, as most of them were married men with large families depending on their small salaries. Many single men of course held First Class A Certificates from County Boards, but few of them remained in the profession without getting a Provincial Certificate. Those who did not better their certificates entered upon the study of Law or Medicine, or commenced business of some kind, and are consequently out of the question as regards the Superannuated Teachers' Fund. The First Class A County Board teachers of to-day are nearly all married men, some of whom were doing excellent work in Ontario long before the Toronto Normal School was opened. They had, in most cases, to persevere in teaching and studying for several years before they could get their permanent certificates. In some counties they had to receive First A Certificates three times, at intervals of five years, before permanent certificates were granted to them. Had any of the classes named to pass through so dif-

icult an ordeal? These men are now few in number, and their ranks cannot be increased. Then, again, while there was a good reason for making the distinction at the time the Regulations were issued, inasmuch as attendance at the Normal School was voluntary, and those who spent their time and money in going there were fairly entitled to recognition by their province, this reason no longer exists. Attendance at the Normal School is now compulsory, and the Government pays the travelling expenses and part of the other expenses entailed by such attendance. The result of the legislation since the regulations were adopted will thus be to give every superannuated teacher in the future seven dollars per annum instead of six for each year of teaching.

We would suggest that those directly interested in the matter take steps to bring it before the Minister of Education.

THE VALUE OF WRITTEN EXAMINATIONS.

It is not an uncommon thing to hear disparaging remarks about the value of written examinations in an educational system. We freely admit that such examinations can be conducted in such a way as to become positively mischievous instead of beneficial, but, on the other hand, we cannot see how any teacher can dispense with them entirely without doing great injustice to his pupils. There is so much labor connected with them that a little indifference on the subject on the part of teachers need not create surprise, but they have, when judiciously managed, so beneficial an effect on the pupils individually and collectively that every good teacher who has once found out their value will cheerfully undergo the extra drudgery. No pupil can fairly be assumed to know a thing until he can put his knowledge to some use, and the best way of at once teaching him how to do this, and ascertaining when he is able to do it, is to ask him to set down in writing the answers to judiciously prepared questions. When to this is added the value of such answering as an exercise in composition and spelling, it is impossible not to feel regret, if not surprise, at the apathy existing on the subject. As specimens of school-boy answering at written and oral examinations the following are worthy of attention, and if any teacher thinks they are not a fair sample let him try what his own pupils can do, if they have not been accustomed to committing their thoughts to paper. The specimens are from the work of the pupils in the London Public Schools:

"Where is Turkey?"

"Turkey is the capital of Norfolk."

"Where is Turin?"

"Tureen is the cappital of Chiner, the peepul there lives on burds nests and has long tails."

"Gibberralter is the principal town in Rooshia."

"What do you know of the patriarch Abraham?"

"He was the father of Lot, and 'ad tew wives—wun was called Hishmale and t'uther Haygur. He kept wun at home and he turned the t'other into the desert, when she became a pillow of salt in the day time and a pillow of fire at nite."

"What do you know of Joseph?"

"He wore a coat of many garments. He were chief butler for Faro, and told his dreams. He married Potiffer's dorter, and he led the Gypsians out of bondage to Kana in Gallilee, and then fell on his sword and died, in the site of the promiss land."