

He spreads his coat upon the heath,
Nor yet to warm it lingers;
He scouts the thought of aching teeth,
Or chilblains on the fingers.

Of flowers that bloom or brides that sing,
Full little cares or knows he;
He hates the fire, he hates the spring,
And all that's warm and cosy.

And when the foxes bark aloud,
On frozen lake or river;
When round the fire the people crowd,
And rub their hands and shiver;

When frost is splitting stone and wall,
And trees come crashing after,
That hates he not, he loves it all,
Then bursts he out in laughter.

Ha-ha, ha-ha, ha-ha, ha-ha,
Ha-ha, ha-ha, ha-ha, ha.

—Anon.

ST. NICHOLAS.

JOLLY old St. Nicholas lean your ear this way,
Don't forget a single word that I'm going to say,
Christmas-time is coming soon, now you dear old man,
Whisper what you'll bring to me, tell me if you can.

Nellie wants a story book, Johnnie wants a ball,
Tommy wants a pair of skates, Susie wants a doll;
As for me, my little brain is never very bright,
Choose for me, dear Santa Claus, what you think is right.

When the clock is striking twelve, when I'm fast asleep,
Down the chimney deep and dark, with your pack you'll creep,
All the stockings you will find, hanging in a row,
Mine will be the shortest one, you'll be sure to know.

Correspondence.

THE INFANTRY.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—In the article entitled "Infantry," in a recent issue of your valuable paper, there is much to commend itself to teachers. While "Experience" may perhaps have been somewhat extravagant in the use of his epithets, he certainly has caught much of the right spirit, and has echoed the voice of those teachers who have spent years in this noble but arduous work.

Although the position which the writer has held for many years has not been stormed by any of the "infantry," whether from their inability to meet its requirements, or from its being beneath their notice, yet he is quite aware that the practice of underbidding prevails very largely, especially in the neighborhood of the Model Schools.

Our Local Legislature at its last session passed "An Act to Authorize Married Women under Age, to Bar Dower." No provision, however, is made by law to empower our male teachers under age to sign a legal document, yet by law they are qualified to operate on the visible and the invisible. No teacher, under age, can bequeath by a legal instrument, the fortune he may have acquired in teaching, during his years of minority, and yet he can leave the impress of an instrument generally recognized in the lower courts, when presented *per se*.

The County Model Schools are not, in my opinion, wholly responsible for the overcrowded state of the teaching profession, which overcrowding doubtless, in some measure, induces the practice of underbidding which prevails in many localities. When we consider that there are not less than 128 High Schools and Collegiate Institutes (teacher-factories) in our Province, possessing large facilities for educating teachers in their non-professional work, and when moreover, we take into consideration the rivalry among them for popularity, since these, the "poor man's colleges," as well

as Public Schools, are now unfortunately measured by the results of the Departmental Examinations, we are not surprised that thousands of "raw-recruits" are annually turned out to swell the list, already far too large.

Our County Model School System "Experience" considers "an expensive delusion," while "Fair Play" is, I fear, rather general. Without intending to reflect on the ability of the Masters of our Model Schools, I cannot suppress the statement that I have found, in my experience, teachers fresh from our Model Schools, who did not know how to teach several elementary subjects, not even "reduction." When asked why they were unable to teach certain subjects, the reason was freely given that they never had been taught how.

Now this lack of professional training I do not for a moment ascribe to the inability of the teachers of our Model Schools, but I charge it home upon a system that places 4299 teachers in our schools with little more than three months' professional training, to be legally disqualified within three years, unless they climb higher, and to be followed in their turn by another regiment of "infantry."

While the training for entrance to the teaching profession is limited to a little more than three months' actual training in our Model Schools, thus affording a "wide gate" for hundreds to enter annually; I am glad to observe that the entrance to the highest positions to which we can aspire in our profession, is well guarded by the regulations governing the "Provincial School of Pedagogy." Since the highest positions in our profession are thus carefully guarded, is it not both just and right that the avenues to the lower positions should also be well guarded, since in order to maintain the unity and stability of our educational system, many teachers must occupy the "lower seats?"

In the last Annual Report of Public Schools of British Columbia, I find the following:—Teachers "who have had little or no experience in teaching will doubtless find it difficult to secure appointments." It is eminently necessary for the teacher to have a good educational standing, but it is equally important that he have a good knowledge of *everything* required for the proper management of a school." Teaching experience is evidently at a premium in that province, while with us it is at a discount.

Let the Minister of Education, who has already done so much to unify and improve our educational system, raise the age of admission to our Model Schools from eighteen to twenty-one years, and I venture to predict that, in less than two years therefrom, there will be no overcrowding in our profession, and experience in teaching will then have its legitimate value as a qualification for educating the youth of our Province. Thanking you for the use of your valuable columns, I am, yours truly,

VIRCOLA.

THE COUNTY BOARD QUESTION.

To the Editor of the EDUCATIONAL JOURNAL:

SIR,—County Examiner's letter in your last issue suggests the following comments:

Model School candidates are practically free to attend any Model School they choose, for, although they are to be admitted by the County Board, a refusal to admit deprives the School Board concerned of the fee, and refusals are rare accordingly.

Let us suppose that the Board of Examiners of a county discriminate at the end of a term between the capable and the incapable, and reject the latter, what happens? 1st. That Model School, the next term, finds its attendance materially lowered, candidates, weak ones at any rate, preferring to attend a school where they are sure to pass. 2nd. These same candidates, after passing elsewhere, come back to their own county to teach, since Third-Class Certificates are valid anywhere in the Province. 3rd. The said County Board, having rejected a

part of their own candidates, find their places taken by equally poor ones from adjoining counties, where all pass. The popular Model School is the one where no candidates are rejected.

The remedy is, of course, to confine Third-Class Certificates to the county in which given. This Inspectors have repeatedly asked for, but the time is not yet.

A. B. C.

School-Room Methods.

READING.

No. III.

BY LITERATUS.

READING aloud is translating the language of the eye, as it occurs in books, manuscripts, etc., into the language of the ear. Reading is an *art*; as an art it ought to be taught. To recommend that no *artificial* method be used in teaching Reading is to proclaim one's self a tiro and not a master. Letters are few; words and sentences are many. The few are used to represent the many. The letters should be taught thoroughly first, because they are *few*, and because they are *the key* to the many. Acting on a different principle has retarded our children several years.

The letter *g* begins more than three per cent. of all the words in our language. The name commonly given to this letter is *je*. The name that ought to be given to it is *ge*, as the first part of geese, corresponding to the Greek name, gamma. The latter name (*ge*), contains the proper effect of the letter, and the one it has in upwards of seventy-five per cent of its use. When it has the effect contained in its common name (*je*), it is usurping the function of *j*.

Exercise on *g* (*ge* hard), First Book, First part: gad, gap, gaff, get, gets, gig, girl, girls, got, go, goes, gun, glad. Second Part, First Book: gale, gate, gait, gave, gaze, gain, garden, getting, geese, gilt, gild, gimp, gives, given, gone, goat, goad, goads, going, golden, glen, gladness, glee, glib, glide, glum, gloss, grab, grand, grass, grape, great, grin, green, grief, grieve.

In the following, where *g* is used as a terminant, it should also have the name *ge*: bag, beg, big, bog, bug, cog, jog, brag, drag, flag, grog, sang, bang, fang, sing, song, sung, flung, etc.

CLEARING THE RECORD.

RHODA LEE.

EVERY teacher has her own method of crediting the work of her pupils. Some adopt the plan of giving only good marks or what is called "*extra marks*" for certain standards. Others mark only faulty or imperfect lessons, thus giving demerits instead of merits. In some classes daily marks are entirely done away with, and in this case the monthly report—issued for the children or parents—is based upon weekly examinations. A very few keep no report at all and issue no report. The report, although desirable, is not absolutely necessary, but the record undoubtedly is. Superhuman power of memory and watchfulness on the part of the teacher and unusual perfection in the children would be requisite to the proper working of this last system.

A particularly good idea in connection with marking came to my notice a few days ago in a third-book class. The practice there followed is to remove "imperfects" by work done after school hours. Lessons showing unmistakable neglect are recorded as "neglected," but in all others the pupils failing to reach the required standard remain after hours, do the work or a similar exercise, and leave it on the teacher's desk for examination; if satisfactory the "imperfect" is removed. When a mark is left on record for two days it remains fixed.

I happened to drop into the school after four, one day, expecting, as was usual, to find the