

over, some points to which, from my experience, I feel that your particular attention should be directed :

(1) At the commencement of each year, and at as early a date as possible, you should meet for the purpose of organization. Appoint your Chairman and Secretary-Treasurer, and one of your number, either the latter official or some other member of the corporation, whose duty it shall be to keep the school-house in good repair; to see that the windows are properly filled with glass; that the school is comfortably heated; that the black-boards are in good repair; that the maps and other school apparatus are well kept; that the supply of water is abundant; that the outhouses are in a proper condition; and that everything is so ordered and arranged as to conduce to the convenience and comfort of both teacher and children. Such matters of detail do not require to be brought up at a Trustee meeting before action is taken; but acted on, as necessity requires, by one member duly appointed for the purpose, or by each trustee in rotation. It is by no means uncommon to find the furnishing of a broom or a tin-cup deferred until a Trustee meeting is called to consider the matter—and recently my attention was drawn to a notice calling a meeting of the ratepayers in a certain school section to debate the question of a new door which had for some time been off its hinges.

(2) Unless power has been given to any one Trustee to act in matters of detail, as above specified, never transact any business except at a meeting duly called and organized, and of the time and place of which every member has been notified.

(3) Enter a full account of all your proceedings in your Minute-book, and keep a strict account, in detail, of all school moneys received and disbursed, closing your books and striking a balance at the end of each year. This statement should be duly audited before the annual meeting and entered in the "Financial Statement" in the "Annual Report," according to the classification of items there set forth. With reference to this the following clause appears in the "Public Schools Amended Act, 1880," viz.: "The Trustees of every rural school section and the Public School Board of every town, village or township shall keep, or cause to be kept, books of account of all school moneys of their section, town, village or township (as the case may be), according to such form as may be prescribed by the Minister of Education."

(4) It is your duty to arrange for the payment of salaries of teachers at least quarterly; and if you have not sufficient funds for the purpose in the treasury, the law gives you power to borrow what you require until the taxes can be collected. This you are to do by promissory note, given under the seal of the school corporation, to be discounted at a rate of interest not exceeding eight per cent. per annum.

(5) In the engagement of a new teacher you should carefully examine the certificate, not simply to satisfy yourselves that it is valid for the full term of the engagement, but also to ascertain its general character, and the *teaching capacity* that it indicates. Remember that there is a vast difference in 3rd Class Certificates. Those that have been granted after attendance at the Model School are all rated from *First* to *Sixth* rate, and if you will only take the trouble to examine them, a great deal of dissatisfaction may be avoided.

(6) You are particularly requested to examine carefully the Half-Yearly and Annual Returns before transmitting them to the Inspector, and to see that they are forwarded in the proper time. Many returns come to me with errors and omissions which, to say the least, are an evidence of gross carelessness and neglect.

(7) You should make provision, especially in the winter season, for the opening and warming of the schools, so that the exercises of the day may be commenced promptly at 9 o'clock a.m. At stated seasons you should see that the school house is properly cleaned. These particulars do not form any part of the Teacher's duties.

(8) You are to bear in mind that you have no legal right to allow the school-house to be used for any other than school purposes. Even a majority of the ratepayers cannot so sanction its use; nor yet is any special clause in the deeds of any binding effect on you or the section.

(9) You must bear in mind that every Trustee signing a false return—as well as every Teacher keeping a false Register—renders himself liable to a fine of twenty dollars.

II.—TEACHERS.

Your specific duties are also clearly defined in the school law—see compendium, pages 74-78 and 177-182—but I would here make the following suggestions :

(1) Present your certificate to the Trustees before signing your engagement, and do not enter upon your work under any false pretences.

(2) Make yourself the master of your situation from the very outset, and discipline your school by a judicious combination of firmness and kind consideration. If corporal punishment is inflicted, let it not be rashly meted out, nor for every trivial offence; but administered in such a way as will conduce to the well-being, not only of the individual culprit, but of the whole school. It is a sign of weakness in the governing power of a teacher, to have to be perpetually resorting to punishment of any kind. If you find that you must do it, allow me to remind you that you have missed your calling, and for your own peace of mind, as well as for the good of your charge, seek some other employment.

(3) Keep your Daily and General Register, your Class-book, Visitors' Book, and all school records, both accurately and neatly, and see that they and all your Returns will always bear close inspection. Many of them have not been in such a condition in the past.

(4) Be an example of order and neatness to your pupils, and never neglect to cultivate such habits in them. Teach them to be civil to those with whom they may come in contact. In these days you should watch, with unremitting care, the growth of that independent spirit, far too common, of setting aside lawful authority, and of each one doing just as he thinks best. Nip such a spirit in the bud—do not allow it to develop. It is hard to say where it will end. In the "Educational Notes" of one of our leading Provincial dailies, I have just read, "The St. Louis School Board has added oral lessons in *etiquette* (or manners) to the curriculum of the schools of that city." If "manners" are not on the programme, it is most certainly not too much to expect of any teacher to have a mannerly school. Space will not allow me to do any more than mention the subject here. If you desire to discharge your very urgent duty in this respect, you will find abundant opportunity.

(5) Read educational works and subscribe to a School Journal. You want all the information and assistance you can get in the discharge of your arduous duties. I cannot see how a teacher can keep up to the times and satisfy himself without these aids in his profession.

(6) As co-operation is an absolute necessity for your welfare and success, in addition to securing it on the part of your pupils, cultivate it in the section at large. By the system of reports, and by constant visiting among the different families of the section, demonstrate that the interests of parents, pupils and teachers are identical—that there must be a strong bond of sympathy between them—or else your labors are to a great extent in vain.

(7) Finally, do your work as if you feel its responsibility, and not merely because it furnishes you a means of earning your daily bread.

III.—PARENTS.

I would not wish to close my suggestions without reminding you that you play no unimportant part in the welfare and ultimate success of our public school system. We cannot for a moment doubt that you are interested in it—that you must be interested in the education, in all its aspects, of those, your own children, for whom you are responsible. You can do a good deal to help the teacher in his work. *Irregular attendance* is one of the most common complaints. Do you always send your children to school as regularly as you can? Are you not aware of the evil influence you must exercise, not only on the individual, but on the school, by keeping them at home, often for trivial reasons? You complain of the slow progress your child is making. Are you sure that you have not something to do with it? Do you always provide the necessary books, slates, pencils, &c.? Do you endeavor, by all the means in your power, to strengthen the hands of your teacher, to encourage him in his work; or are you ready to listen to tales brought home, or to gossip circulated in the neighborhood, perhaps without the slightest foundation, and, at any rate, exaggerated as they go their rounds, until the usefulness of the teacher is well-nigh gone? These questions may well be put to many parents among us. Teachers are not immaculate; they have their failings; but I am bound to say that it would be hard to find a class of individuals whose self-denying labors are so often either not appreciated, or misrepresented, and whose little failings are so magnified. Co-operation—heartily and genuine—between teachers, parents, trustees, pupils and all, is what we want, and, with all our other advantages, *success* must be our reward.—*Annual Report 1879.*