

which these extra funds will be employed, is in providing sets of chemical apparatus for ordinary schools and training institution at one third of their value.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, TORONTO, 18th October, 1853.

THE CHIEF SUPERINTENDENT OF SCHOOLS, under the authority of the 44th Section of the Upper Canada School Act of 1850, has granted the undermentioned Students of the Normal School, at the close of the Tenth Session, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

The Certificates are divided into three classes, in accordance with the Programme prescribed by the Council of Public Instruction, as contained in the General Regulations, and according to which all Teachers in Upper Canada are required to be examined and classified. The First and Second Classes are valid until revoked, and the Third Class until the First day of November, 1854.

[N. B.—Each Certificate is numbered and recorded in the Register of the Department in the following order; but the order does not indicate any distinction of merit in the Teachers:]

| FIRST CLASS. | SECOND CLASS.—(Continued.) |
|---|--------------------------------|
| 73. Michael Joseph Kelly, (granted during the Session.) | 112. Jacob Choate Maguire. |
| 74. John Gilmore Malcolm. | 113. Thomas Hume. |
| 75. Lachlan Kennedy. | 114. Joseph Warren. |
| 76. Robert McGee. | 115. William Montgomery. |
| 77. William Smith. | 116. Charles Hankinson. |
| 78. George Murray. | 117. James Evans. |
| 79. Abraham W. Lawder. | 118. Charles Clark. |
| 80. Samuel Robins. | 119. Richard Hill. |
| 81. Lydia Louisa Lyon. | 120. Joseph Ede. |
| 82. Mary McCracken. | 121. Thomas Connell. |
| 83. Lydia Anne Appleton. | 122. David Kelly. |
| 84. Elizabeth Coote. | 123. Margaret Sweeney. |
| 85. Jane Foster. | 124. Sarah Birch Quinn. |
| | 125. Ellen Hoig. |
| SECOND CLASS. | 126. Caroline Augusta Masters. |
| 86. Timothy Newman. | 127. Delia Andrews Masters. |
| 87. David Misener. | 128. Julia Ann Robinson. |
| 88. Robert Wilson. | 129. Helen Campbell. |
| 89. David Ludgate Williams. | 130. Sophrona Andevon Mills. |
| 90. Phineas Will. | 131. Lydia Eleanor Howard. |
| 91. Asa Beverly Danard. | 132. Fanny Higgins. |
| 92. Robert Gibbs. | 133. Sarah Bowes. |
| 93. William Stewart. | |
| 94. John Roberts. | THIRD CLASS. |
| 95. John Jessop. | 134. William McMullen. |
| 96. William Abercrombie. | 135. Joseph Edmonds. |
| 97. Augustine McDonell. | 136. Isaac Turner. |
| 98. Hugh McDougall. | 137. Alfred Turner. |
| 99. William Henry Bly. | 138. Charles Edward Falloon. |
| 100. William Carlyle. | 139. William Curry. |
| 101. James Draper. | 140. Richard Coe. |
| 102. Martin Phillips. | 141. Alexander Stafford. |
| 103. Angus McDonald. | 142. John Dixon. |
| 104. James Moriarty. | 143. Edmund Peter Costello. |
| 105. Ichabod Smith Bowerman. | 144. Wilbur Fisk Adams. |
| 106. Thomas Morgan Bowerman. | 145. Ellen Campbell. |
| 107. James Martin. | 146. Tryphena Sophia Carter. |
| 108. Robert Hay. | 147. Mary Marlatt. |
| 109. William McKay. | 148. Adeline Stone. |
| 110. Robert Hellyer. | 149. Mary Bearss. |
| 111. Robert Logan. | 150. Jane Amelia Howard. |

E. RYERSON,
Chief Superintendent of Schools.

DISCOVERY OF THE NORTH WEST PASSAGE.

The North West passage, around which the many theories, speculations and discoveries of scientific men and travellers have thrown so much romance during the last half century, has at length been discovered by Captain McClure, of Her Majesty's ship *Investigator*, and the connection of the Atlantic and Pacific in those latitudes fully established. The hitherto mysterious channel which has so long baffled the efforts of our navigators, occurs, as was expected by Barrow, in the direction of the strait which bears his name, and is proved by the line of discovery from the west being brought to the point where it had broken off from the east, under Sir Edward Parry. The discovery was made on the 26th of October, 1850, and is thus recorded by Captain McClure: "Discovered the western entrance into Barrow's Strait in lat. 73° 30' N., long. 114° 14' W., which establishes the existence of a North West Passage." We regret to say that none of the vessels have obtained any tidings of the gallant Sir John Franklin or his expedition; and we may gather what their fate must be from the heroic language with which Captain McClure refers to his intention to break through the ice in the Polar basin to complete the passage:—

"Should no intimation be found at Whaler's Point of my having reached and quitted Port Leopold, then it may be at once surmised that some fatal catastrophe has happened, either from being carried into the Polar Sea or smashed in Barrow's Strait, and no survivors left. If such should be the case which, however, I will not anticipate, it will then be quite unnecessary to penetrate further westward for our relief, as by the period that any vessel could reach that part we must, from want of provisions, all have perished; in such a case I would submit that the officer may be directed to return, and by no means incur the danger of losing other lives in quest of those who will then be no more."

ERRORS IN TEACHING.

To the Editor of the Journal of Education.

Thorold, August 13th, 1853.

SIR,—In accordance with a liberty granted to Teachers by the *Journal of Education* I forward you the following sketch of my experience, which you are at liberty to publish, should you deem it worthy, either in part or in full.

There appears to me to be no fault more common among Teachers, no error more prevalent in our public schools, yet seldom pointed at by educationists—than that of advancing scholars too fast, or crowding them ahead in their studies, *faster* than they are able to *understand* them. Seven years' experience in teaching has convinced me of this fact—a fault of which I have not always been able to say "not guilty." How sadly has this maxim been overlooked or forgotten by those entrusted with the instruction of youth—"Whatever is worth doing at all is worth doing well." They seem to regard the *quantity* rather than the *quality* of what is done in school. E. G. In reading I have found pupils in the Fifth Book that were not capable of understanding half that is contained in the Fourth. I have seen them in the Fourth, when merely able to repeat the words, not able to comprehend fully the lessons in the Third: and have known them to be in the Third, when positively they could not read correctly half a dozen lessons in the Second—not to say anything of answering the questions that should be asked upon them. The error is here—they are allowed to pass over a lesson before they have thoroughly learned it; a course decidedly wrong in my opinion. There are many things to tempt the Teacher to do this; the children are fond of going through the books rapidly; the parents are pleased with it, too, in many instances—taking it for granted that they understand it well as far as they go, or rather not taking it into consideration at all. No Teacher should allow his reputation to rest upon his deceiving either parents or children, and making them believe they know more than they really do. The effect of such a course of instruction upon children can be easily seen. They are stupid; their countenances wear the marks of discouragement; they conclude they are deficient, and therefore sink down upon the stool of despair, and consequently never arrive at that eminence and usefulness in life which they might have done under a different