

ing a school-house, a spot should be chosen upon which some large forest trees are already standing, or the border of a wood might be selected which could be easily thinned out. Generations must live and die before trees newly planted will assume that stateliness and beauty possessed by our ancient forest trees. Who can gaze upon the noble trunk, the wide spreading branches, and the deep, dense foliage of an old oak, and not admire its beauty and court its shade? If possible, some such should be embraced in every school yard.

But if the grounds are to be planted with shade trees, and it be desirable to select such as are of rapid growth, the maple, locust and poplar, are perhaps the best; with less rapidity of growth, but of equal beauty, the oak, sycamore, ash and beech might be chosen; and of evergreens, it is scarcely necessary to name the pine, cedar and hemlock. It will be observed that all those named are indigenous to our Canadian forests, and if the school-grounds were sufficiently large, they might be planted with a variety of all our most conspicuous and useful trees; that while enjoying their shade, the inquiring pupil might learn their names, classes and uses. The same principle should be applied in selecting shrubby branches and flowers; and while their cultivation would refine their taste, the pupils might learn useful practical lessons in the study of botany. Though Canadian trees and Canadian flowers should be preferred, on account of their real merit and the facility with which they can be obtained, no unjust discrimination should prohibit those which are exotic; but these are so numerous and possess so many varied attractions, that the whole subject is left to the taste of intelligent Trustees and Teachers. All persons feel most interested in what they have themselves planned and executed; and after these general remarks, it is thought best, for this reason, to leave in the same hands, also, the details of shaping flower beds and arranging shrubbery. The only additional remark which it is thought necessary to make, is that no fruit or nut trees of any kind should be admitted in the grounds; first, because the fruit would be seldom suffered to ripen, and green fruit, if eaten, is injurious to health; and second, because the trees would be broken and destroyed in efforts to obtain the fruit.

(To be continued.)

# JOURNAL OF EDUCATION,

Upper Canada.

TORONTO: APRIL, 1857.

\*.\* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

## PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

SEVENTEENTH SESSION, 1856-7.

EDUCATION OFFICE, Toronto, 15th April, 1857.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the 44th section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

The certificates are divided into classes, in accordance with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked by the Department.

[The Certificates are arranged in each Division in alphabetical order.]

### FIRST CLASS CERTIFICATES.

#### Males.

##### 1st Division.—A.

- 499 Brebner, John (454.)  
500 Chesnut, Thomas George.  
501 Kilpatrick, George.  
502 Macwilliam, William.  
503 Plunkett, Thomas (284.)  
504 Scott, Richard William (246.)  
505 Soper, Jasper (469.)  
506 Strachan, Alexander.

##### 2nd Division.—B.

- 507 Bowles, Peter Langlois.  
508 Dewar, Archibald.  
509 McKerchar, Colin (281.)  
510 Osborne, Alex. Campbell (330.)  
511 Rodgers, John.  
512 Thomson, Hugh (390, 460.)

##### 3rd Division.—C.

- 513 Harley, John.

514 Johnston, Hugh.

515 Mishaw, Daniel.

516 Thompson, Alexander (338.)

#### Females.

##### 1st Division.—A.

- 517 Bell, Hellen.  
518 Bisbee, Gertrude Melinda (485.)  
519 Brown, Lillia.

520 Robertson, Dorcas Damie (483.)

##### 2nd Division.—B.

- 521 Bell, Janet.  
522 Buehanan, Elizabeth (405.)  
523 Churchill, Mary Anne (493.)  
524 Dadson, Mary Anne (494.)  
525 Fayette, Emilie Augusta (486.)  
526 Kennedy, Catharine Ainslie (407.)  
527 McDonald, Elizabeth (255.)  
528 McNaughton, Margaret 193.)

### SECOND CLASS CERTIFICATES.

#### Males.

##### 1st Division.—A.

- 529 Calvert, Joseph.  
530 Demill, Ervin.  
531 Duff, James.  
532 Fleming, James.  
533 Hamm, Thomas Edwin.  
534 Irving, George.  
535 Moore, Richard.  
536 Nichol, William.  
537 O'Reilly, Robert.  
538 Shurtleff, George.  
539 Tisdell, John Cassie.  
540 Turnbull, John.

##### 2nd Division.—B.

- 541 Campbell, Neil.  
542 Clifton, Henry S.  
543 Doan, George Henry.  
544 Hagertie, James.  
545 Kniseley, Owen Fares.  
546 McCammon, James.  
547 Preston, James.  
548 Sarvis, George Chowan.  
549 Thompson, George Washington.  
550 Yeomans, Silas Parker.

##### 3rd Division.—C.

- 551 Brookfield, Jacob.  
552 Foster, Ralph.  
553 Jones, Jonas.  
554 Laughlin, William.  
555 Robertson, John.  
556 Shurtleff, Robert Fulton.  
557 Sinclair, Lauchlin.

558 Smith, Andrew.

559 Waters, George.

#### Females.

##### 1st Division.—A.

- 560 Dance, Anne.  
561 Jenner, Sarah Anne.  
562 Keown, Adelaide.  
563 McMurray, Elizabeth Jane.  
564 McNaughton, Janet.  
565 Milne, Elnora.  
566 Richards, Amanda (497.)  
567 Smith, Margaret.  
568 Wilkes, Margaret.

##### 2nd Division.—B.

- 569 Carey, Eleanor Harriet.  
570 Gardiner, Jane.  
571 Gillies, Mary.  
572 Robertson, Martha.

##### 3rd Division.—C.

- 573 Bissett, Mary.  
574 Cull, Alice.  
575 Dunn, Barbara Morrison.  
576 Elston, Faith.  
577 Fletcher, Charlotte.  
578 Gurd, Dorah.  
579 Hume, Mary Miller.  
580 McBride, Sarah.  
581 McKechnie, Mary Gray.  
582 Miller, Jennet.  
583 Munsen, Charlotte.  
584 Shoff, Ann.  
585 Steacy, Jane.

Entered in Certificate Register Book A.

THOMAS HODGINS, Registrar.

### THE MISSION AND DUTY OF THE TEACHER.

From the parting address to the students of the Normal School by the Rev. William Ormiston, M.A., late second master, we select the following admirable observations on the mission of the teacher, his duties and responsibilities. The remainder of the address, with the other proceedings, will be found on page 61.

In the portrait you have drawn of the true teacher's character, and which, with a too kindly partiality, you say my intercourse with you has suggested and exemplified, you have exhibited the mark at which you should all individually aim. The science of teaching is yet in its infancy; much remains to be done; the highest honors are yet to be won. All that man has done in this sphere, may man do, and much more. Let your aim then be high. Resolve to become accomplished and efficient teachers—your motto still "*Excelsior*." Strive to be thoroughly equipped, socially, mentally and morally, for your arduous