

"The length of time during which the schools are kept open during the year, and the amount of money raised for the salaries of Teachers are the two strongest tests of the doings of a people in regard to education.

"4. The adoption and use of an uniform series of good text-books throughout the country, and the facilities for procuring school maps and apparatus, are a great saving of time and money to the children and people of Upper Canada, in comparison to the subjection to perpetual changes of school books and maps which are taking place in the State of New York, arising from the absence of any State authority and provision in these respects, and the representations and collusions of interested book and map sellers and Teachers.

"5. The examination and licensing of Teachers by County Boards, according to a programme, prescribed by public authority, and establishing an uniform standard of qualification and classification of Teachers throughout the country, must be a much more effectual provision to secure Teachers of good character and proper qualifications, the examination and licensing of Teachers by individual township Superintendents and Trustees.

"6. There are no Normal School buildings in the State of New York, or in any State of America, equal to those which are nearly completed in Upper Canada.

"7. The great principles, and general outline and provisions of our School Law, being the result of extensive inquiry and mature deliberation, our School Law may be considered as settled; and what appears to remain, and all that is desired by any considerable party on this subject, is, the filling up of that outline, and the extension of those provisions, as circumstances may require. But the following extract from the last Annual Report of the Superintendent of Schools in the State of New York, presented to the Legislature in January of the past year, shows that, after forty years legislation on the subject of common schools, our neighbours are still considering first principles, and are proposing to adopt the peculiar features of our Canadian school system. The State Superintendent says:—

"By a resolution of the Assembly, of the 11th of July last, the Governor was authorized to appoint a commissioner whose duty it should be to prepare and report to the legislature, at its ensuing session, an entire common school code, in one act. Under this authority, the appointment of commissioner was conferred on Samuel S. Randall, late Deputy Superintendent of common schools, who proceeded at once to the discharge of the duty thus devolved upon him, and whose report will be forwarded to the legislature at an early period of its session. Following, as this resolution of the Assembly did, immediately upon the completion of a full consolidation and arrangement of the existing provisions of law in relation to common schools, under the act of the last session, the commissioner deemed himself authorized to incorporate in the new revision such amendments and modifications of the system now in force, as in his best judgment, after full and free consultation with the most enlightened and experienced friends of education throughout the State, seemed desirable and necessary. The principal suggestions and recommendations made by him in the discharge of this important and responsible duty, are fully in accordance with the views of the department; and their adoption will, it is confidently believed, place our common school system upon a permanent and satisfactory basis. They are understood to embrace as their leading and prominent objects, 1st. The separation of the office of Superintendent of Common Schools, from that of Secretary of State, and its erection into a separate and distinct department; 2nd. The substitution of a permanent annual State tax of one mill upon every dollar of the aggregate real and personal property of the State, for the support of Common Schools, in lieu of the present tax of eight hundred thousand dollars; and 3rd. The restoration, in a modified form, and with suitable guards and restriction, of the system of county supervision.

"The proposed alterations of the existing system are independent of each other; and any one or more of them may be adopted by the Legislature and engrafted upon the system to the exclusion of others, or the whole may be rejected, leaving the enactments of the present law to stand substantially as they are, with a new and improved classification and arrangement, and with such modification of their details as to adapt them more perfectly to the objects for which they were designed, and to carry out more fully the obvious views and wishes of the Legislature. Some amendments of the existing law will doubtless be found absolutely indispensable, and if combined with a full and complete revision of the system, in such a manner as to render it permanent, as far as may be practicable, there can be no doubt that the interests and welfare of the schools and of the inhabitants and officers of the several districts, will be materially promoted by such an arrangement."

ADVICE TO A YOUNG TEACHER.

MY DEAR FRIEND,—Let me advise you to keep your school room neat and cleanly, and do what you can to render it pleasant and inviting. This I conceive to be of great importance. It is important not only as regards appearance, order and comfort, but it is important in its educational effects. The tastes and habits of children are greatly influenced by the condition of things around them.

You should have some plan regulating the sweeping, dusting, &c., so as to secure uniformity of neatness. Unless you do this, your room will often get into disorder, and present a slovenly and untidy appearance.

Presuming that you "keep no help," and have plenty of large scholars who are not above doing house work, I would suggest that you appoint one each day to attend to the above duties, and see that everything is in its appropriate place. You might, for convenience, call this individual the monitor, or monitor of neatness. You would find it excellent economy to provide your school room with a little box, and name it the "Litter Box." Let this be passed through the aisles, by the monitor of neatness, just before the close of school each half day, to receive the scraps of paper and other litter which may have accumulated on the floor about the desks, and which every scholar should be required carefully to pick up and deposit in the box as it passes.

You should insist on having your scholars clean their feet before coming into the room. It will save you much dust and dirt. In a muddy time, it would be well to require the monitor to stand at the door, immediately after the ringing of the bell, and remind forgetful boys of this thing.

The order and neatness of scholars' books and desks should receive some attention. You may have noticed a great difference in schools, in this respect. In some, you will see the little geographies and readers neatly covered with cloth or paper, with leaves unsoiled, and handled by clean hands; and you will not discover so much as the scratch of a pin upon any desk, or a pencil mark upon the white walls of the room. In others, you will witness the reverse of this: books soiled and torn; some with covers dangling, others with their leaves falling out; desks hacked and mutilated, and the walls defaced by grotesque figures and scrawls of writing. Now this is wrong, very wrong; and teachers are chiefly to blame for such a condition of things. By exercising a little care, they can correct the evil.

Perhaps as good a way as any to arouse the attention of pupils to this matter and kindle their pride, is to appoint a committee, whose duty it should be to inspect the books and desks each week, and report their condition, in writing, to be read before the school. Commend them in all their efforts to do as you desire; and I will say to you that, as a general rule, in all your intercourse with your scholars speak a dozen words of praise to one of censure. Where this ratio is reversed, the teacher may seriously inquire, whether the chief fault does not lie in himself.

Encourage, as far as possible, the personal neatness and cleanliness of your pupils. Get up a penny contribution to purchase a wash-bowl, soap, comb, and brush, if your room is unprovided, and you will be surprised to see how such an arrangement will improve the appearance of your little fellows, who have been taught at home not to be afraid of a little dirt.

After completing all of these plans and getting them into successful operation, you might, with safety—and you naturally would—go a little further, and adorn your room with vases of flowers, house plants, pictures—if you have them—and decorate the walls with evergreens. Perhaps your scholars would be able to collect a small cabinet of Natural History, to lend an additional interest. These things would afford you pleasing subjects for occasional remark, and aid you in your endeavours to smooth and soften their rough natures, and give them some refined and elevated notions of the beautiful and excellent.

I will close this communication by saying to you, that in all your arrangements, endeavour, as far as possible to enlist the co-operation of your scholars. Tell them of your plans and your reasons for adopting them, and ask them to aid and assist you in carrying them out. Make them feel that they have a personal interest in all the affairs connected with the school; that the school, in short, is *their* school, and that its reputation is *their* reputation.—*Ohio Journal of Education*.

PHYSICAL GEOGRAPHY.

There is probably no study which, in comparison with its importance, has received so little attention as this. The school-boy soon wearies of learning the names and locations of continents, peninsulas, islands, capes, mountains, oceans, seas, lakes, rivers, &c., &c.; together with their comparative size, length, distance from