

offered at King's College. The general character of these classes is now so well known to the public that we have no excuse for dwelling on it, except to say that there does not appear in the Syllabus of Lectures for 1860-1 any sign of departure from the principle laid down at this institution—that all work done in these classes must be real work. The subjects which may be styled professional, no less than those which lie rather in the province of the schoolmaster, are evidently meant to be diligently studied, not eloquently discussed; while in the way of handling such subjects as Botany, Physiology, and Commercial Law, we are glad to recognize the old practical application of scientific principles to the social and political wants of the time. One word more and we close this short notice. We have spoken of the development of these classes; we are glad to trace, also, decided signs of growth, two very different things. While the range of subjects has been extended the standard is being raised. This is to be seen in the work of almost all the classes, but nowhere so plainly as in the department of languages. To take but one instance, the Greek and Latin classes two years ago were adapted only for beginners and men who knew little more than boys in the middle classes of a good grammar school; their standard is now much higher, and whereas the first divisions, both in Greek and Latin, read last year the subjects for the matriculation examination at the London University, this year they are preparing their students for the B.A. Examination. This is a good sign, for if these classes are to do the good their originators desire, they must, whether they be held at King's College or elsewhere, undertake to give, and actually give, instruction as high in standard, as accurate in detail, and as strict in scientific principles as can be obtained at any educational institution in the kingdom.—*Times*.

3. VALUE OF TEACHERS' ASSOCIATIONS.

In no other profession or trade are the benefits of association so important as in that of the Teacher. He who would perform faithfully the duties of the school-room, must necessarily make the acquisition and the communication of knowledge his two great duties. The various branches which are now taught in our Common Schools, and the necessity on the teachers' part, of having an accurate and thorough knowledge of these branches render every available means for this purpose of vast importance. A brief notice of the most common branches of education, while it suggests the necessity of thorough qualification on the part of teachers, may also suffice to indicate the necessity of union, co-operation and mutual assistance in the great business of instructing youth. Teachers, more than any other class of the community, seem to be impelled by the spirit of the age to the duty of self-culture. But the number and variety of the branches to be mastered in order to become qualified to teach well, are too great for individual effort. While, therefore, we do not overlook the necessity of individual effort, we must look upon efforts of mutual co-operation as of great importance to teachers. A teacher must be continually improving. What he knows to-day will not answer for to-morrow; and what he has mastered this year will not suffice for the next. "Excelsior!" must be his motto; and he must ever be pushing higher and higher up the hill of science. But how is he to do this? What is there to incite him to the work of self-culture? How is he to procure those books and other aids necessary to the accomplishment of this? We answer, by means of association. In this way alone can a teacher, whose salary is limited, have access to those works which it is necessary for him to study. It is true, that, in cities and towns, the Libraries of Mechanics' Institutes may afford him some of the necessary works, but they are intended for more general readers, and embrace a very small number of volumes calculated to be of benefit to the teacher. But by means of Associations, good libraries of instructive works may be gathered together, as well as other apparatus necessary to the proper carrying out of a system of teacher-training.

Besides the advantages gained in this way, teachers may derive considerable aid from the lectures and discussions which it is the object of every Association to promote. A great deal may also be done in this way to secure a systematic and regular system of instruction in all our Common Schools. The efforts which many a teacher puts forth in his school are often so devoid of system as to render his work useless. But by meeting with his fellow-workers, discussing the best methods of imparting knowledge, as well as the best means of getting it, and carrying out the suggestions of older and more experienced instructors, he may succeed in improving his system in such a manner as to fit him for his important work.

In associating for mutual aid, teachers must come to their work with a deep and heart-felt interest in its important results. If this is not done, little will be accomplished. The teacher should feel that his work is one of the highest and noblest given to man to perform. He should feel that to him are committed the destinies of his country, for only in this spirit, will he be likely to work on amid

the discouragements that attend his way. And nothing is more calculated to arouse this spirit, than the free intercommunion of those engaged in the employment. Shut out from the benefits of association, the teacher cannot feel otherwise than alone, and he thus lacks one of the strongest incentives towards the accomplishment of his task.—*St. Thomas' Home Journal*.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: DECEMBER, 1860.

* 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 700 per month) on various subjects.

APPOINTMENT OF SCHOOL SECTION AUDITORS.

The School Law Amendment Act, passed last May, provides, among other things, for the annual appointment of two Auditors for the examination of the Trustees' School Section Accounts. The school trustees are required to appoint one of these Auditors "before the first day of December," and the school electors the other. The meeting for the appointment of this second auditor should be called by the Trustees, (for this year only,) some time in December, but not later than the 22nd of the month. Should the Trustees neglect or refuse to do so by that day, then "any two qualified electors" are authorized by law to call the meeting.

For this year it is necessary that the auditors be appointed before the end of the year, so that they may have time previous to the second Wednesday in January to examine the Trustees' School accounts and be able to present their report to the annual meeting, for its approval. Hereafter the appointment of the auditor by the electors, will take place at each of the annual meetings.

In the *Journal* for last month, we recommended the Trustees to give six full days' notice on the 15th of December, of a meeting to be held on the 22nd, for the election of a School Section Auditor. The object of this recommendation was that in case an omission or neglect to call this meeting took place in any School Section, the Trustees—having their attention directed to the subject could still repair the omission and issue a notice, not later than the 22nd of December, as required by law.

As there is, however, an apparent confusion in the provisions of the law, relating to the appointment of School Auditors, a reply similar to the following has been addressed by the Chief Superintendent, to various parties who have written to the Department for explanation and instruction on the subject:

"There is an apparent discrepancy in the clauses of the Act to which you refer, in consequence (as I understand,) of the accidental omission of two or three words, and the misplacing of a phrase, while the Bill was passing through the Legislative Council. In the Bill as it passed the House of Assembly, (a few hours after which I left Quebec,) it was provided that the meetings to appoint an Auditor should be held invariably in December. It was afterwards, it seems, proposed to amend this provision, by leaving the annual meeting to appoint its Auditor a year in advance; but authorising at the same time, as had been provided, that a meeting should be held on or before the 22nd of this month, (and therefore must be called on or before the 15th,) for appointing the Auditor of the School account for the