

II. IN CITIES, TOWNS, AND VILLAGES.

1. *Day.*—Same as in rural Sections—second Wednesday in January. The proceedings commence and close at the same hours as do the Municipal elections.

2. *Notice of Meeting.*—The Trustees are required to give the same notice as rural Trustees, and have it posted up in the wards six days before the day of meeting. The meeting must be held at the same place as the last Municipal election.

3. *Electors.*—Every school ratepayer of the ward, whether resident or non-resident, who has paid a School tax during the year, is entitled to vote. In case of objection to a vote, a similar declaration is required of the elector as in rural sections.

4. *Returning Officer.*—The Municipal Returning Officer presides *ex-officio* at the School elections, and is required to conduct the election in the same manner as an ordinary Municipal ward election. In case of wrong-doing on his part, he may be fined by the County Judge, who is also authorized to fine the Returning Officer in case of wrong-doing.

5. *Business.*—At the School meeting no other business beyond the election of Trustee is authorized or required to be done.

6. *Trustee.*—Any person in the Municipality may be elected as Trustee, and he holds office until his successor is elected.

7. *Contested Election.*—The appeal, in the case of a contested election, must be made in writing to the County Judge within twenty days after the day of election. The expenses of the appeal must be borne by either of the parties concerned, at the option of the County Judge, who is also authorized to fine the Returning Officer in case of wrong-doing.

I. Intercommunications and the Press.

1. THE ONTARIO COMMON SCHOOL SYSTEM.

The following is from the *St. John N. B. News*:—For some time past the people of Ontario have had in operation among them one of the best systems of Common School Education in the world. Widely beneficial as have been the results achieved by the working of that system, the good people of the Upper Province are far from being entirely satisfied with it. They are bent upon greatly improving it. The subject is now under careful consideration by a Committee of the Ontario Legislature. A Bill is about being introduced into the Assembly of that Province, embodying important provisions, calculated still further to elevate the character of the general educational system of the country. The position of the Common School Teachers is to be improved. The efficiency of the Grammar School is to be enhanced. Well qualified County Superintendents, exercising strict supervision of all the Schools of the Counties, respectively, are to be appointed. The Schools are to be made free, and attendance upon them by the children of the country is, under certain conditions, to be made compulsory. At least it is understood that provisions to accomplish these ends will be embodied in the forthcoming Bill; and if so, that they will be likely to pass the House. In a short time, unless we wake up in New Brunswick pretty speedily on this Educational matter, we shall be, in regard to Common School Education, in a position immensely inferior to that of the Ontario people.

2. THE PERMANENCY OF A SCHOOL TEACHER'S POSITION.

Any one who has read the reports of the Chief Superintendent of Education for some years back, and the extracts which have appeared in them from the reports of Local Superintendents, will see that one universal complaint of these gentlemen is the too frequent change of teachers. It is far from satisfactory to find that this serious evil is on the increase. From the last report of the Chief Superintendent, that for the year 1867—we notice that nearly one in every four of the teachers employed changed during the year. This is a loss to the country financially and educationally. For each teacher has, to some extent, a different way of teaching, and some time is lost before his scholars can understand him. Besides, master and pupil are strangers, and time must elapse before confidence, and good feeling can be established between them, without which, no teacher can succeed in imparting knowledge satisfactorily. But these are not the only losses which the country suffers in consequence of the steady removal of teachers all over the Province. The moral influence, which a good and respected teacher exerts in a locality, is very great indeed, and increases of course with the length of time he may be engaged in any one section of the country; but all this power for good, all this unequalled influence, is most unnecessarily wasted, when he is forced to stay in one place one year and in another, another.

To remedy this state of matters, some alteration of the school law is imperatively demanded. For, as the law now stands, it is not in the power of any Board of Trustees to engage a teacher for more than one year, it matters not what his qualifications may be, or how satisfactorily he may discharge his duties, or how desirous the Trustees may be to re-engage him for a longer period than one year. Each year, every teacher must be re-engaged, indeed to such an extent is this the case, that unless a teacher is engaged before the year expires, he is to consider himself as not wanted in that school section any longer. Would it not be well (moving cautiously), to confer on Boards of Trustees the power of engaging teachers for a longer period than one year? And that in no case, could a change take place, except by giving a three or six months' notice. We may rest assured that our public schools will not be what they ought to be until some proper protection be given to those who make teaching their profession—until some suitable provision be made for them, supported by which they may cherish a reasonable hope of remaining in one place more than one or two years.

Much is said, and justly, of the sensitiveness of capital and its liability to flee from countries of change and disorder, but here is a large class of the community, than which there is no more important class in the body politic, whose training in order to prepare them for discharging their functions efficiently, has involved no small expenditure of time and money, that labors under serious disadvantages. The circumstances of the country fifteen or twenty years ago, might justify the passing of the present law; but now circumstances are much changed, and loudly demand alteration in the direction we have indicated. It is a truism to say that the teacher makes the school; and it will be found in Ontario as in Europe, that where the teacher is in some way properly cared for, in some measure properly guarded from the tyranny of ignorant and selfish men, and enjoys some adequate protection against mean and purse-proud persons, that our schools will assume a much higher character, and induce men of higher culture to enter and continue in the honorable and important profession of teaching.

We might perhaps notice in this connexion the Special Report lately issued by the Chief of the Educational Department—a report which deserves the earnest attention of every one who seeks to raise the status of our public schools. In it, attention is directed to the position of teachers in European countries. There, a teacher cannot be dismissed without good and sufficient cause, and upon due notice given; in other words, their situation is a permanent one, as for instance in Scotland. And not only are their engagements lasting, they are as in France, provided with houses and gardens. Were the teacher's situation a permanent one here, most likely in due course of time the different localities would provide dwellings for them. But, be this as it may, the desirability of securing permanency of residence is of no small account.

3. SCHOOL TEACHERS.

A correspondent of the *Chatham Planet* writes as follows:—

“There are generally a number of young persons who present themselves to the Board of Public Instruction at each session to be examined for certificates of qualification to teach Common Schools, and many of them are successful, but this is only one step, and by no means the most difficult one. To be a really successful teacher is a difficult matter, and requires experimental as well as theoretical knowledge; but as many candidates know very little of either, and consequently have to battle the rough sea for a considerable time before they attain really practical and advantageous views of teaching, I would, through the columns of your valuable journal, present some thoughts formed from experience that may be of some advantage to them in commencing their duties.

Teaching is the art of communicating knowledge, and embraces all the means employed by a judiciously trained teacher, to secure the rapid and effectual advancement of his pupils. It has a two-fold object in view, viz.: To leave the pupil possessed of a certain amount of knowledge, and to give him a certain amount of mental training. It is essentially necessary that every teacher be acquainted with the different methods of teaching, so that he may use the most effectual means to secure this end. I will therefore present the three methods of teaching, and leave the matter for every person to judge for himself as to the best method for his particular circumstances.

The first method is termed Rote, and seeks to give the pupil both ideas and facts, but depends entirely on the memory. This method has been discountenanced to too great an extent. It supplies the pupil with a good selection in language, it improves the pupil's powers of composition, and as an effort in elocution, improves the style of reading. Caution is necessary in this method, lest the memory be injured by undue exertion. It should be used only in certain cases,