

tion can be made to the Superior Courts, if it be thought desirable, to compel the Trustees to give effect to that provision of the deed. But if there is no such clause in the deed, the Trustees have discretionary power to open or close the house to whom they please, and upon such conditions as they please. Whatever individuals may have said at the time of building the house as to the uses to which it might be applied, imposes no legal obligation upon the elected Trustees for the time being.

2. Strictly speaking, the Trustees have no legal power to permit their school house to be used for other than school purposes, but usage has invested them with a sort of discretion in that respect: but if they should abuse their trust, an application may be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their school house to school purposes, though no mandamus from the Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than school purposes, unless provision be made to that effect in the deed.

Use of the School House for Night Schools.—The Teacher has charge of the School house in behalf of the Trustees, and has no authority to use the School house other than as directed by the Trustees; nor to make or prevent the use of it at any other time than during school hours, without the sanction of the Trustees. But with the permission of the Trustees, I think it very desirable, whenever practicable, for the Teacher to have a *night school* for advanced pupils, and for those who cannot attend the day school, and for which he could, of course, receive fees from the pupils as in a private school,—allowing duly for the fuel, &c., used in the evening school.

Unauthorized Books.—Penalty.—If Teachers employ text-books not authorized to be used in the Schools, such Schools are not entitled to the School Fund apportioned to them, as they are not conducted according to law; nor can any foreign book be used in a School, without such School forfeiting its right to share in the School Fund. The great evil in the country schools in the State of New York, is the multiplication of text-books, according to the fancy of each Teacher or his agreement with some bookseller,—parents being called upon to buy new books as often as they get new Teachers,—an evil which we have studiously guarded against in Upper Canada. Trustees and Teachers should observe that the School Act declares that *no foreign books in the English branches of education shall be used in any Model or Common School, without the express permission of the Council of Public Instruction.* The School Act also provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.—In addition to the subjects heretofore prescribed in the programme for the examination of Candidates for Grammar School Masterships, it may be proper to state, that the first book of Ovid's *Fasti* was added last year, it is now one of the regular subjects of examinations.

SCHOOL MANUALS.—The School Manual, now passing through the press, will shortly be sent out to the County Clerks for distribution, through the Local Superintendents, without further application to the Department.

BLANK FORMS OF REPORTS.—The Blank forms for Trustees annual and semi-annual reports were sent last November to the Local Superintendents, through County Clerks, as notified in the *Journal* for that month. The blanks for the Local Superintendents own reports have been sent out this month.

XI. Papers on Practical Education.

1. ENGLISH GRAMMAR VERSIFIED.

1. Three little words you often see,
Are Articles—*a, an* and *the*.
 2. A Noun's the name of anything,
As *school* or *garden, hoop* or *swing*.
 3. Adjectives tell the kind of Noun,
As *great, small, pretty, white* or *brown*.
 4. Instead of Nouns the Pronouns stand—
Her head, *His* face, *your* arm, *my* hand.
 5. Verbs tell of something to be done—
To read, count, laugh, or jump or *run*.
 6. How things are done the Adverbs tell,
As *slowly, quickly, ill,* or *well*.
 7. Conjunctions join the words together—
As *men and women, wind* or *weather*.
 8. The Preposition stands before
A Noun, as *of* or *through* a door.
 9. The Interjection shows surprise,
As *ah!* how pretty—*oh!* how wise.
- The whole are called Nine Parts of Speech,
Which reading, writing, speaking teach.—*Mountaineer*.

2. CONDUCTING RECITATIONS—VALUE OF A CENTRAL DEPARTMENT OF EDUCATION.

TO THE EDITOR,—I chanced to see a number of the *Lower Canada Journal of Education*, and taking it up to peruse, my eye lit on a communication upon the subject I have named, which I found originated with the Inspector of Schools. Running it over I found the following topics treated of, viz:

1. Consider well the natural order of presenting a given subject.
2. Thoroughly understand what you attempt to teach.
3. Neglect not self-preparation.
4. Study your teaching-language, that you may be able to use it fluently and correctly.
5. Endeavour to make your instruction attractive and interesting.
6. Avoid a formal monotonous routine in teaching.
7. Be careful to use language which is intelligible to children, when an explanation is given.
8. Require prompt and accurate recitation.
9. In conducting recitations, the twofold object of instruction and educating children should be steadily kept in view.
10. What you teach, teach thoroughly."

These several thoughts were briefly, but pertinently elaborated. Under the last division these sentences occur:

"Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very head of it; and in presenting it to your class go round its entire circumference. But be sure that your class—heart and soul—is going along with you."

I give this specimen only to show the drift and tone of the Inspector's instructions. Coming from any other than an official source they would be received by the profession only as suggestions—to be considered or not as suited their pleasure or convenience. But emanating from the heart of the Department, the moral force of authority is added, which all teachers and subaltern officers are likely to feel in duty bound to respect. However negligent they may have been they are likely to bestir themselves, inquire into their own qualifications, and their manner of discharging their several duties.

The thought has led me to reflect upon the importance of having over our Common School System, an able, earnest, active head—one alive to the mental and moral welfare of our youth, capable of directing the public mind, and able to make his influence for good felt throughout the State. May we not hope that a future of this sort awaits the now dwarfed and famishing Common School interests of this State. The puny efforts of here and there a County Commissioner who knows his duty, and knowing, faithfully labors to do it; and the unsystematic, scattered, and casual labors of a few who love our youth more than gold, can accomplish but little compared with that which may be done under the electrifying and enervating influence of an able head, whose powers are wisely devoted to the vitalizing of our public schools.