

school purposes desired by the inhabitants of school sections through their trustees. The inhabitants of each school section decide as to the manner in which they will support their school according to the estimates and engagements made by the trustees, whether by voluntary subscription, by rate bills on parents sending children to the schools, or by rates on the property of all according to its assessed value, and opening the school to the children of all without exception. The latter mode is likely to supersede both the others; but its existence and operation, in connection with each school, depend upon the annual decision of the inhabitants of each school section at a public meeting called for that purpose.

The duties of teachers are prescribed by law, and their rights are effectually protected. No teacher is entitled to any part of the school fund who does not conduct his school according to law, and who has not a legal certificate of qualifications from a county Board of Public Instruction; nor is any school section entitled to receive any aid from the school fund in which a school is not kept open six months during each year by a teacher thus recognised as to both moral character and attainments. The law also requires a public quarterly examination to be held in each school.

The inspection of the schools is made by local superintendents, who are appointed annually by the county councils, and who may be appointed one for each county, or one for one or more townships, at the pleasure of each county council. Each local superintendant is entitled to at least one pound (four dollars) per annum for each school under his charge. He is often allowed more. He is required to visit each school at least once a quarter, and to deliver a public lecture on education in each school section once a year, besides apportioning the school-moneys to the several sections within his jurisdiction, giving checks, on the orders of Trustees, to qualified teachers upon the county treasurer or sub-treasurer, aiding in the examination of teachers, deciding various questions of dispute and reference, corresponding on school matters, and reporting annually to the Chief Superintendent according to the forms prepared and furnished by him.

Besides the local superintendents, all clergymen recognised by law, judges, members of the Legislature, magistrates, members of the county councils, and aldermen, are school visitors, to visit all the schools, as far as practicable, within their respective charges and municipalities.

There is a Board of Public Instruction in each county, consisting of local superintendents and the trustees of grammar schools in such county. These county boards consist largely of the clergy of different religious persuasions, associated with some of the most intelli-

gent lay gentleman in each county; so that the country has the best guarantee that its circumstances will admit for the moral character and intellectual qualifications of teachers. The Teachers are examined and arranged into three classes, according to the Programme of examination prepared and prescribed by the Council of Instruction for Upper Canada.

The Municipal Council of each county is responsible for raising at least an equal sum for salaries of teachers in the several townships within its jurisdiction with that which is annually apportioned to them out of the parliamentary appropriation by the Chief Superintendent of Schools.* The county councils also appoint the local treasurers of the school fund, and the local superintendents of schools, and provide for their salaries. Special provision is also made for the security of the school fund, against the diversion of any part of it, and for the prompt payment of it to teachers at the times specified by law. Both the county and township councils have authority to raise any sum they shall think proper for public school libraries under general regulations prescribed according to law. A parliamentary appropriation has been made for the establishment of school libraries, to be expended on the same conditions with the appropriation for the support of schools.

The law also provides a system adapted to the circumstances of cities, towns, and incorporated villages. In each city and town there is one board of trustees for the management of all schools in such city or town—two trustees elected for each ward, and holding office for two years—one retiring annually. In each incorporated village not divided into wards, there is a board of six trustees elected—two retiring from office and two elected, each year.

At the head of the whole system we have a Council of Public Instruction and a Chief Superintendent of Schools, both appointed by the Crown. The Council has the entire management of the Provincial Normal and Model Schools, recommends the text-books for the schools and books for the school libraries, and makes the regulations for the organization, government and discipline of common schools, the examination and classification of teachers, and the establishment and care of school libraries throughout Upper Canada.

The Chief Superintendent, who is ex-officio member of the Council of Public Instruction, and provides accommodations for its meetings; apportions the school fund to the several municipalities throughout Upper Canada, prepares the general school regulations and submits them, as well as that of text and library books to the consideration of the Council; prepares the forms of reports and modes of all school proceedings under the act, and

gives instructions for conducting them, as well as for holding teachers' institutes; decides questions of dispute submitted to him; takes the general superintendence of the Normal School; provides facilities for procuring text and library books, and provides and recommends plans of school houses; prepares annual reports; corresponds with local school authorities throughout Upper Canada, and employs all means in his power for the promotion of education and the diffusion of useful knowledge. He is responsible for his official conduct and for all moneys that pass through his Department.

Such is an epitome of the system of public elementary instruction in Upper Canada. The foundation may be considered as fairly laid, and something has been done towards rearing the superstructure. In 1846, provision was made for the establishment of a Normal School, and the sum of £1,500 a year was granted towards its support. The school was opened in the autumn of 1847, and, since then, 618 teachers have been trained, a longer or shorter time, by able masters, including practice in teaching in a Model School established for that purpose. Last year, a grant of £1,000 per annum was made to facilitate the attendance of teachers-in-training at the Normal School, and £15,000 for the erection of buildings.

A strong and vigorous intellect is a thing of slow growth. This ought to be a "fixed fact" in every teacher's mind. His business is to encourage its growth by removing obstructions, and supplying the most favorable aliment in right quantities,—and he can do no more. He cannot grow for it. He cannot jerk his pupil up the hill of science any more than he can jerk the sapling into an oak. There is no such thing as manufacturing at once a mature mind, and he who attempts it will make a miserable failure. Those lofty edifices, whose immense size strikes the beholder with awe and astonishment, were built brick by brick, one at a time. In all such edifices the foundation is the most massive part, and requires more time and material than any other part.

I have sometimes thought that the first year in a primary school has more to do with future education than many succeeding years. If there is negligence or misdirection then, it leaves a great work to be undone. The poor foundation must be removed to make room for a better.—The tones which the child imitates there, the management of voice which it acquires, the distinctness of articulation, will tell powerfully on the future reader and orator. The clearness and fullness of its first apprehension of numbers and of extension and direction, will determine to a great extent its future proficiency in arithmetic and geography. In this stage of education, let no word be half spoken, no fact half learned, and no thought half comprehended. Aim

* By County Assessment.