

concerned. While a person is employed as a Teacher, it is essential, both to his character and success, that he, and not others, should be the Teacher of the School. It is, nevertheless, the duty of the Trustees to see that the School is conducted according to the regulations provided by law.

3. It is, therefore, important that Trustees should select a competent Teacher. *The best Teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good Teacher. To employ an incompetent person, because he offers his incompetent services for a small sum—though at a higher rate than a competent person—is to waste money, and mock and injure the youth of the neighbourhood. The *National Board of Education in Ireland* remark:—

“A Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which Patrons of Schools, when making a choice of a Teacher, should anxiously look.”

4. Trustees will, also, find it the best economy to have a comfortable School House, kept comfortable and properly furnished. It is as difficult for pupils to learn, as it is for the Master to teach, in an unfurnished and comfortless School House.

5. In the selection of Books to be used in the School, the Trustees should see that but *one* series of Reading Books, *one* Arithmetic, or one for the beginners and another for the more advanced pupils, *one* Geography, &c., should be used in *any* School, in order that the Scholars may be classified in the several branches which they are studying. Heterogeneous School Books (however good each may be in itself, like each of several odd coach wheels, render classification impossible, increase the labours and waste the time of the Teacher, and retard the progress of the pupils. Both the Teacher and Pupils labour at, perhaps, not less than a hundred per cent. disadvantage, when they are compelled to use books which are as various as the scholar's names. The series of Readers and other School Books published by the National Board of Education in Ireland, and recommended by the Canadian Board, are doubtless the best, and will be the cheapest series of Canadian School Books sold in Canada, as may be seen by referring to the list of prices on page 2 of these Forms and Regulations, &c.

6. For further duties of Trustees, see the *Remarks* in the several sections on pages 7-11 of these Forms and Regulations. The Trustees should, also, see that their School is furnished with a *Visitors' Book*, in which the remarks of Visitors may be entered.

SECTION 3. *Duties of Teachers of Common Schools.*

The 23rd section of the Common School Act prescribes the general duties of Teachers, and the discipline to be maintained by them, according to the regulations and forms which shall be prepared by the Superintendent of Schools.

The following practical directions and rules for Teachers are substantially adopted from those of the National Board of Education in Ireland:—

1. To receive courteously the Visitors appointed by Law, and to afford them every facility for inspecting the Books used, and examining into the state of Schools as prescribed by law; to have the Visitors' Book open, that the Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teacher is by no means to alter or erase, but to lay them before the District Superintendent, who is authorised to transmit copies of such of them as he may deem of sufficient importance to the Chief Superintendent of Schools.

2. To keep the Register and Class-Rolls accurately and neatly, according to the prescribed forms.

3. To classify the children according to the National Books, where they are used; to study those books themselves; and to teach according to the approved method recommended in their prefaces.

4. To observe themselves, and to impress on the minds of the pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the Teacher should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their Schools. They should, also, satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed, at least, once a-year.

6. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of TRUTH and HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of their Pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

N.B.—The classification of the children (referred to in the third rule) applies to all schools, whatever books may be used. But the National Readers, as well as other Books of the National Board in Ireland, afford peculiar facilities for doing so, as the Readers are numbered 1, 2, 3, 4, and 5, and are formed upon the *progressive principle*—that is, each lesson made