

ADDITIONAL QUALIFICATIONS FOR HONOR FIRST CLASS PROVINCIAL CERTIFICATE.

- I. Each candidate to have held an Ordinary First Class Provincial Certificate for one year.
- II. To give evidence of having been a successful Teacher.
- III. To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz. :—
 1. English History and Literature.
 2. Canadian History and Geography.
 3. Outlines of Ancient and Modern History and Geography.
 4. Latin Grammar and Books IV, V, and VI of Cæsar's Commentaries.
 5. Outlines of Geology and Astronomy.
 6. Science of Teaching, School Organization, Management, &c.
 7. Logic and Mental and Moral Philosophy (Whateley & Stewart).
 8. Algebra—General Theory of Equations, Imaginary Quantities.
 9. Euclid—Books XI and XII.
 10. Trigonometry as far as solution of Plane Triangles (Colenso).
 11. Inorganic Chemistry (Gregory's Handbook).
 12. The principles of Book-keeping, Music and Drawing.

LIST OF TEXT BOOKS USED IN THE NORMAL SCHOOL FOR UPPER CANADA;

The use of which is gratuitously allowed to Teachers in-training during their attendance at the School.

National First Book of Lessons.
 National Second Book of Lessons.
 National Third Book of Lessons.
 National Fourth Book of Lessons.
 National Fifth Book of Lessons.
 Sullivan's Spelling Book Superseded.
 National English Grammar.
 National Art of Reading.
 Spaulding's English Literature.
 Hodgins' Geography and History of the British Colonies.
 Sullivan's Geography Generalized, and Somerville's Physical Geography.
 National Arithmetic.
 National Book-Keeping.
 National Mensuration.
 Pott's Euclid.
 Colenso's Algebra (Part I.)
 Tomlinson's Rudimentary Mechanics.
 Fownes' Rudimentary Chemistry.
 Hullah's Manual of Music.
 Art Examples (Dept. Science and Art.)
 A Slate.
 Two Note Books.
 A Writing Book.

IV. Papers on Practical Education.

1. INDUCEMENTS TO ENTER THE TEACHER'S PROFESSION.

1st. The Teacher's employment is one which, as a means of subsistence, will impart the most happiness. Happiness, the object for which our Creator made us, it will not be denied, is the greatest good. Love, the root of happiness, elevates the soul and is its most healthful moral atmosphere. To the true family God has given the most of heaven that can be had in this world, and next to this relation for happiness stands that between teacher and pupil. There is vivid love in the child that lays its cheek against its mother's cheek and throws its arms around her neck. The teacher next claims that child's heart, for as the mature mind needs something above itself to love, something so perfect, so elevated, that the soul may be constantly making progress towards it, so the child must have always before it a superior mind.

His pecuniary compensation is such as to place him in the middle station of life, which affords the fullest security for virtue while it furnishes employment for every good quality he may possess. This station is the most favourable for the cultivation of friendship, whose fruits are peace in the affections, support of the judgment, and aid when and wherever needed.

2nd. It is a situation where he can be most useful. The public lecturer is exerting an extensive influence for good. As he goes, a stranger, from place to place, he has no fears to speak of existing abuses, and though he may severely reprove those before him for their neglect, yet they can not take offence, and, soon after, streets are cleansed and paved, shade trees set out, churches, town-houses and lecture-rooms are repaired, and the village undergoes a thorough reformation.

The press is feeding thousands of minds. It affords amusement and pleasure in the parlor, exciting thought, and giving to the tongue freedom to express the half-formed ideas. At times it causes the tears to flow in common, and again a general burst of joy shows unity of feeling, thus increasing understanding between kindred spirits. It gives comfort to the sick chamber, carries happiness to the home of poverty, bidding labor and hope. Its fruits are not lost in the railway station, in the cabin, nor does it fail to make the child more thoughtful and wise, and the aged to experience again the glow of youthful feeling.

The influence of the ministry, with its hallowed association, the fruits it yields here and the promises of a hereafter, can not be estimated. But the teacher's privilege is superior to that of the lecturer, the press, and the ministry, for he can pour into the unbiassed minds of others his treasures of knowledge, reflection and experience—he can win the child, and through him send truth to the conscience of the parent with conviction and acceptance.

3rd. The teacher's employment affords the means for his own greatest intellectual and moral growth. Before hearing a recitation he must prepare himself by fresh study, and thus addition is made to what he previously had learned. He also gains new ideas from his pupils' researches.

Experience has proved that there can be no situation in which a conscientious person can be placed that will lead to closer examining of one's own motives and springs of action, than in being called upon to direct the moral discipline of others. The teacher soon finds example to be far more powerful than aught else, in establishing a sure system of government; hence he is induced to discipline his outward acts, and next master his thoughts. After this is effected he finds the obedience and love of the majority gained, and a deeper interest excited in every duty.

4th. The Teacher has the satisfaction of witnessing constant growth of mind among his pupils. What can be more delightful than to see a young and timid spirit, unconscious to itself draw aside the veil of reserve which shrouded its individuality and with freedom display his faculties while the teacher is speaking,—to observe the soul's expansion as it grasps and assimilates some new idea which he has presented. It is grateful to the laborious student to mark progress in his own mind's cultivation, but the teacher sees a multitude, through his instrumentality, going daily from strength to strength. If he has followed his vocation long, he may rejoice to know his own pupils are filling places of trust and honor; if not, he perceives traits of character and scholarship moulded under his hand which will not fail to qualify them for such situations.

5th. The Teacher enjoys the grateful remembrance of his pupils and their friends. In pleasure thoughts of a kind teacher makes a pupil's heart warmer; in sickness and suffering the love of an endeared preceptor comes stealing over the senses, easing his pain; when and wherever he goes, or however employed, his thoughts oft revisit scenes which occurred at the school of his youth, and gratitude towards an affectionate teacher fills his heart. I have seen a parent take the teacher of his child by the hand, and heard him say, "I can not express the gratitude I feel for what you have done for my child, not only in cultivating his intellect but in making him truly thoughtful. He will sit by my side, and with tears of tenderness tell of your teaching him of the Saviour. I thank you, and shall never forget your hallowed influence."

6th. The faithful Teacher is doing his Heavenly Father's business. The Teacher not only proceeds to discern the natural capacities of his pupils, to ensure the culture of mind, the moulding of behavior, tempering of the affections, to quickening and exciting observation and practical judgment, but he does that which must knit and consolidate all the rest. He timely instils the principles and seeds of religion. He watches daily, and improves every opportunity to cause this seed to take lodgement in the heart. As the Saviour swayed a multitude by a look, so may the teacher, if he possesses the spirit of that Saviour, see reflected in the faces before him "joy and gladness." He may raise their thoughts heavenward, prepare the heart for universal love to be planted in it, encourage them to bear with sweetness and resignation trials common to all, and teach their young faith to lay hold on future life; and like those whom Christ bade "go teach," his pupils, catching the heavenly spirit depart with zeal to win others to happiness and heaven.

His charge is ever in his heart. He prays with them, and often seeks a solitary place to pour out his soul for their welfare, for their