

lasted the entire day, and was ably conducted by gentlemen from Ottawa who were appointed examiners. The scholars acquitted themselves creditably in all the branches in which they were examined, namely: Reading, Writing, Spelling, Grammar, Geography Canadian and English History, Arithmetic and Algebra. Great interest was manifested by the spectators, as the examination was conducted orally. At the conclusion of the exercises of the day the prizes were presented by the Chairman and the special ones by their respective donors. The Rev. Mr. Fleming then made a few remarks respecting the work of the day, and concluded by thanking those practical teachers from the city who rendered him much efficient assistance. R. Bell, Esq., M. P. P., said that he had listened with much interest to the exercises of the day, and his principal object in being present was to learn personally the workings of education in the township, and he was satisfied from what he this day witnessed, that the educational interests of the community were in the hands of careful and competent individuals. A competitive examination of this kind was of more interest than an ordinary examination, as it embraced a representation from nearly every school section in the township. It was the first time he met the people of Gloucester on an occasion of this kind and he sincerely hoped it would not be the last, and he would lend all the aid in his power to stimulate such enterprises as that with which they had been so much interested. He was pleased to hear the children recite so well in History and especially in the history of our own country. Equally well was he satisfied with their proficiency in Arithmetic, Writing, and the other branches in which they were examined, and he must congratulate the teachers present on the success which has attended their laborious and untiring efforts. With these few remarks he resumed his seat. After a few practical observations from Messrs. J. P. Robertson, J. McMillan, B. A., and the Rev. T. D. Phillips M. A., the proceedings were brought to a close.

2. COMPETITIVE EXAMINATION IN OSGOODE.

The annual competitive examination in connection with the Schools in the Township of Osgoode, was held at Metcalfe. The number of Schools represented at the examination was larger than upon any previous occasion, and not fewer than 1,000 persons attended during the day, which shows the interest in these examinations grows year by year. The examination commenced at 10 a. m., and the exercises for the day closed at half past ten p. m. The pupils displayed very considerable efficiency in the different branches of study. At the close of the examination addresses were delivered by Messrs. Thorburn, McMillan, Kennedy, Ivison, Morgan, Dr. Allan, and Revs. Messrs. Whyte and Fleming. The usual prizes were distributed, and additional special prizes.—*Citizen*.

3. CANADIAN PRODUCTIONS FOR PARIS EXHIBITION.

The *Journal of Arts and Manufactures* furnishes a list of nearly 100 lots of articles procured by the Board of Agriculture and the Board of Arts of Upper Canada, to represent Canadian resources and industry at the Paris Exhibition in March. The only articles supplied by the County of Wellington, are a barrel each of oatmeal and groats, from Mr. George McLean, Aberfoyle, and a Sewing Machine from Mr. C. Raymond, Guelph. The following collections will be of much interest. A collection of about 500 Canadian birds, made up by the Board. A large number of these were prepared by Mr. McIlraith, of Hamilton, and Mr. Passmore, of Toronto. These were selected under the superintendence of Prof. Hincks and Mr. Edwards, Secretary of the Board of Arts and Manufactures. About 100 specimens of Fish from Canadian rivers and lakes, from F. F. Passmore. A collection of 1,200 insects, by the Rev. C. J. S. Bethune, Cobourg.

A complete collection of apparatus and appliances of the Educational Department of Upper Canada—all of home production; and, also, a collection of Canadian books and pamphlets, and three copies each of the journals published in the Province.

IV. Papers on Practical Education.

1. SUGGESTIONS TO YOUNG TEACHERS.

BY JAMES MONTEITH.

Printed and used in the Schools of New York

1. To become a successful disciplinarian, vigilance, energy, discretion, firmness and mildness are the essential requirements.
2. To a pupil, the Teacher is the example—the pattern he imitates; hence the necessity for continued watchfulness on the part of the teacher. "As is the Teacher, so is the School"—so is the class; therefore, he should, in the presence of his pupil, do nothing that he would not have him imitate. The pupil should not be

censured for an offence similar, in whole or in part, to that which he sees committed by the Teacher.

3. The Teacher should first discipline himself; afterward his pupils.

4. Commence with setting an example of punctuality, neatness and good taste in habits and dress—then self control.

5. Let everything, on the part of both Teacher and pupil, be done quietly and in order.

6. It is generally admitted, that in whatever spirit a Teacher commences his duties of the day, in the same spirit he will perform and end them; therefore, begin the day in a cheerful and pleasant mood. The exercises of the day will thus be rendered beneficial to the pupil and more agreeable to the Teacher.

7. Order can be better obtained and secured by quiet and calmness on the part of the Teacher, than by impatience or excitement. True order is that which is maintained with the least apparent effort of the Teacher.

8. In discipline, be uniform and consistent; teach by example more than by words.

9. "A silent Teacher makes a silent School"—a silent class.

10. Begin and change exercises in silence and order. It is always better to sacrifice a few moments than good order.

11. Teachers in the same School or Department should evince a feeling of good-will and confidence toward each other; but they never should, within hearing of a scholar, engage in any discussion or argument; for the pupil is sure to view one as successful, and the other as defeated; hence, his confidence in the ability of the latter is diminished. Neither should light, frivolous conversation of any nature, be indulged in by the Teachers in the presence of the pupil.

12. Study the character, disposition and peculiarities of your pupils; and, to a certain extent, adapt your course of discipline to them. The same result cannot be accomplished from materials of different qualities, and in the same time, and by precisely the same process.

13. In giving orders, signs are generally preferable to words.

14. Speak sufficiently loud for all to hear—no louder. Let the expression be as concise as possible.

15. A low, decided tone of voice accomplishes much more than a loud, blustering one; the former attracts and fixes attention; the latter divides and confuses it.

16. Let every motion of the Teacher, as well as his language and tone of voice, be easy and graceful, free from any rudeness or awkward inelegance. Of course, in the grammatical construction of the expression on the part of the Teacher, correctness is of vital importance; otherwise his practice contradicts his theory, and renders his teaching of that branch a burlesque.

17. Respect the feelings of a pupil and he will respect yours.

2. ARRANGEMENT OF CLASSES IN A SCHOOL.

A Teacher in Missouri writes as follows in regard to the arrangement of classes in his school.

I give weekly, quarterly and yearly Reports, (I enclose a copy of the weekly and quarterly.) I divide the course of study adopted in the Model School, Toronto, into 8 classes or subdivisions, and I generally take a year in putting a class through each subdivision; and, therefore, I call the first subdivision the 1st class or year; the second subdivision, 2nd class or year, &c. I divide the 1st division (as adopted in the Model School) into two subdivisions, the second division into two, and the third division into four. Since I saw your beautifully executed certificates I would like to adopt the plan of giving a certificate of promotion with honour to pupils who gain $\frac{3}{4}$ of the Maximum number of Marks for the class or year; a certificate of promotion without honour to the pupils who gain between $\frac{1}{2}$ and $\frac{3}{4}$ of the maximum number. I give Discredit Marks for Absence, Late Attendance and Misbehaviour; and those pupils who gain $\frac{1}{2}$ of the maximum number, and after deducting all Discredit Marks will still leave half the maximum number, are entitled to the maximum number of Marks, or all the Marks possible in that class, and I would like to give it the name of "Scholarship" instead of "Prize."

V. Papers on Meteorology, &c.

1. MILD WEATHER THIS WINTER.

The mildness of the weather this winter is a subject of general remark, and one that has sent the "oldest inhabitants" back in their memories in search of a parallel season. Mr. Charles De Salaberry communicates to *Le Journal de Quebec* the following extract from the memoirs of his grandfather, the Hon. L. J. De Salaberry, respecting the winter of 1794:—"In 1794 we observed a little sail boat on the water the third day after Christmas, which nobody ever saw before from the foundation of the colony. There was no snow, and the ground was not frozen, and we drove in a caleche to vespers."—*Montreal Daily News*.