

## FORM OF SCHOOL RETURN.

Return of School District, No. —

—Teacher, for the half year ending

Names of Assistants,

Names of Trustees,

No. of weeks School has been kept since last Return,

Average daily attendance per Scholar, in days,

No. of children between 4 and 15 in the District,

Salary of Teacher from the People.—Paid by Fees or Subscription, £.—Paid by Assessment £.—Paid in Board £. Total Salary, £.—

Subjects taught beside Reading, Writing and Arithmetic,

Books Used.—Reading and Spelling—Grammar—Arithmetic and Book Keeping—Geography—Algebra and Mathematics—Other Books.

Library, No. of Volumes in,

Apparatus.—Globes—Wall Maps—Blackboards—Other Apparatus.

Schoolhouse—Internal Dimensions—Whether Stone, Frame or Log.—Its Condition.

Is a daily register kept of Attendance, Merits and Errors.

If a Grammar School, number in higher branches.

[The above will occupy one page of a sheet of foolscap. On the following pages write the *List of Scholars*, stating in separate columns: Names of Scholars—Ages—Time of Attendance in weeks—if paid, or free: After this, an *Abstract* stating, Total No. of paid pupils—do. of free—do. over 8—do. under 8—do. male—do. female: Lastly the following certificates:]

*Certificate of Trustees.*—We the undersigned, as Trustees of School District No.

do hereby certify that the within report is correct; that we are satisfied with the conduct of the Teacher; that the sum to be received from the Commissioners is payable to him for his own use; and that the engagements made with us by the applicants for the school have been fulfilled.

} Trustees.

*Certificate of Teacher.*—I hereby certify that no part of my salary has been collusively withheld; and that the representations which have been made, and the engagements entered into for the support of this School, are in good faith, and not merely to procure a portion of the Provincial allowance.

Teacher.

Sworn to before me

[It is very desirable that Teachers should be careful in keeping their registers of daily attendance accurately, and that the Returns should be filled up with care and completeness.]

## NEW SCHOOL LAW.

The Law now before the Legislature, embraces the provisions of the existing law, with some large and important additions, introduced at the instance of the Superintendent of Education, and intended principally to meet those great deficiencies of our present system—want of training for teachers—small school attendance—insufficient salaries of teachers—and want of system in the management in the individual school districts. It is proposed to remedy these evils—1st, by a Provincial Normal School; 2ndly, by the introduction of County Assessment to a limited amount; 3dly, by making the Schools free; 4thly, by introducing greater system and order into the appointment and proceedings of trustees of schools; 5thly, by a general annual inspection of the schools. The following remarks on the provisions of the Bill are published here in order that its true nature and intended operation may be more fully understood.

## Normal and Model Schools.

The importance of a good Provincial system of Education cannot be exaggerated. The common schools lie at the foundation of the public prosperity. Whatever their character, they must determine the future condition of the Province and its people. It becomes us then to examine carefully the legislation proposed on this all-important subject, in this eventful crisis of our country's history, and after the operation for two years of a preparatory superintendence and public agitation.

First, among the new provisions, are those under the head of "Provincial Normal School," and it may be remarked here that the arrangement of the Bill under distinct heads, though it renders the general comprehension of the plan more difficult to the cursory reader, must afford very great facilities to the officers concerned in working out the details.

The estimated expense of the training school is very moderate—altogether trifling when compared with the means expended for this object in New York and Upper Canada; but not lower, at least in annual outlay, than that of the highly efficient training schools of Massachusetts, the oldest in America.

It is well in a Country like ours, not to attempt public buildings on a great scale, but to bestow as much as possible in procuring the men to do the work and in providing them with indispensable requisites.

The course of instruction is to be modelled after that of the most successful schools already existing on this continent. In these it consists of preliminary reviews of the branches which the pupil-teachers are supposed (but it is often only a supposition) to have learned before they enter the Normal School, with information on the subjects useful in explaining these branches, lectures on the art of teaching, and practice in teaching in model schools. In addition to these branches, instruction is given in mathematics, agricultural chemistry, animal physiology, and other subjects likely to expand the minds of young teachers, and render their labors more practical in their tendency. All this is done in Upper Canada by two masters, in Massachusetts by three, and in New York by ten. Here we are to have three masters—a portion of the time of the principal being however, occupied, as in the economical State of

Connecticut, by the duties of general superintendence. This union of offices, however, is sometimes objected to, and it is quite possible that they might be better to be separated; but it may not be forgotten that superintendence is a new thing in this Province, and that the Legislature might not be prepared to offer the necessary remuneration to two men possessing the high qualifications required almost equally in both offices.

The mode of admitting pupils, a proportion of whom are to be received from each County and mileage allowed for travelling expenses, is borrowed from New York, and is the only practicable means of making the benefits of the School to be felt equally in all parts of the Province. On this plan the districts in the immediate vicinity of the School will have no larger share of trained teachers than those at a greater distance. The discretion allowed to the principal, however, in admitting an additional number of pupils, will enable any district which may furnish a larger number of applicants than the Commissioners can send, to obtain admittance for a portion of the rejected applicants; without, however, the advantage of having their travelling expenses paid. Judging from the anxious desire for information manifested by young persons entering on the office of teaching, there can scarcely be any doubt that the School will usually be full. The experience of Upper Canada and New York, however, shows that it requires a little time, usually a year or more, to bring an institution of this kind up to its full measure of attendance. Much will depend on the success of the Government in selecting a place central, accessible, and in which board in respectable families can be obtained cheaply; and in which these families can be brought under a general code of regulations favorable to the safety, comfort and progress of the pupils.

Model schools are absolutely necessary to useful training. The schools in the place in which the Normal institution is established are to be used for this purpose, on the plan adopted in Massachusetts and Connecticut, apparently with a fair degree of success. This plan saves the additional expense of model school buildings and masters—and the people of the place selected should not object to it, since it gives their schools the benefit of a large number of assistants previously trained at the Normal School, and must thus largely promote the improvement of their children. The agreement of the School Trustees of the place to this arrangement, must, of course, be obtained by the Commissioners for erecting the building, before they determine its site.

The powers given to the principal are large—too large to be exercised by an arbitrary or indolent man; but not too large for a prudent man devoted to the work. By assigning a vicarial power to the Governors, and otherwise somewhat enlarging their responsibilities, the possible evils which might result from the office falling into weak hands might be guarded against. It is, needless, however, to conceal the fact that in the infancy of an institution of this nature, under any legal provisions that may be framed, everything must depend on the man entrusted with its management. His position will be one of no small difficulty and responsibility; but success will place him at the head of by far the most useful and popular institution in the Province, and of a system of elementary instruction through which his influence for good will be felt in every settlement in the country.