

Those pupils who read in the third book, and are engaged in the Compound Rules and Reduction, constitute the third class.

This class, as well as the more advanced, have some lessons to prepare at home in the evenings, in order to have their time properly improved, and to cultivate habits of industry.

Those of them who are sufficiently advanced to work in Proportion, are also taught the use of the Prefixes and Affixes; they also write Composition in connection with their Grammar. The Classification of Animals is continued; History of England and General History; Drawing from objects on paper; Geography, Mathematical, Physical and Political; population, extent, capital, &c., of countries; Reading intellectually.

The Fourth Class.—Those reading in the fourth book and advanced to Fractions and Decimals form the fourth class. The preceding studies, in an advanced state, are continued. The motions of the Earth, with an Introduction to Astronomy in connection with Geography forms a part of their studies.

The Fifth Class.—Those reading in the fifth and sixth books, and working in Interest, Exchange and Logarithms, constitute the fifth class. The girls alone read in the sixth book.

The higher parts of the preceding studies are continued. Formulæ and Logarithms used in solving Arithmetical Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and Mensuration with those sufficiently advanced in Arithmetic and Algebra: Domestic Economy in the Female Department, constitute additional branches of study in the pursuit of knowledge.

All those sufficiently advanced to read it, have lessons in the New Testament. A map of Palestine or the Ancient World is placed before them, for the purpose of seeing the relative positions of the various localities, towns, and cities mentioned in their lesson. The geography of Palestine, next to that of Canada and Great Britain, receives special attention.

Love to God, affection for their parents, obedience to all those placed in authority over them, a proper regard for the welfare of others, and an ardent zeal for the prosperity of our country, are enjoined, as these principles are regarded as among the essential elements of true moral greatness. In addition to the morning and evening religious exercises prescribed by the Council, a portion of the New Testament is read by the pupils twice a week.

The following is a summary of the studies in which each class is engaged:

First Class.—Reading, Spelling, Defining, Writing on slates, Drawing on slates, Elements of Arithmetic, Geography, First Principles of Grammar, Object Lessons, Vocal Music, and Gymnastics or Calisthenics.

Second Class.—Reading, Spelling and Defining, Writing on paper, Drawing on slates, Tables, Weights and Measures, Simple Rules of Arithmetic, Theory of do. and Mental Arithmetic commenced. Geography, Grammar, Natural History, Vocal Music, Gymnastics or Calisthenics, and History of Canada.

Third Class.—Reading intellectually, Spelling from Dictation and Defining, Writing, Drawing on paper, Arithmetic (Theoretical, Mental and Practical), Geography, Grammar (Prefixes, Affixes and Composition), Natural History, Music, Gymnastics or Calisthenics, and, with the girls, Sewing, &c.

Fourth Class.—Reading, Arithmetic (Fractions and Decimals). The preceding studies in an advanced state continued. The Nations of the Earth, with an Introduction to Astronomy, in connection with Geography (Mathematical, Physical and Political, population, extent, &c., of Countries).

Fifth Class.—Reading in fifth and sixth books, Arithmetic, Interest, Exchange, Logarithms, Formulæ in solving Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and, with those sufficiently advanced in Algebra and Arithmetic, Mensuration. And in the Female Department, Domestic Economy, with those of the preceding class.

Many persons, from not giving the subject proper consideration,

conclude, from the number of studies enumerated, that they are too numerous; and, therefore, that the teaching in this Institution must be more or less superficial. This objection has already been ably answered by Dr. Ryerson, in his "*Report on a system of Public Elementary Instruction, for Upper Canada*," pp. 146, 148—and to which we would refer all parties concerned.

In the government of the school, we endeavour to imitate, as much as possible, true parental authority. Corporal punishment is discarded, as unnecessary to the proper government of the school. We endeavour to show the pupils that we have their good at heart; that a ready obedience on their part is as conducive to their own personal advancement, as it is essential to the order and discipline of the whole school. Their reason and understanding—their good common sense (of which children have a larger share than is generally imagined)—are addressed; thereby gaining access to the better feelings of their nature; and with the proper development of these, cheerful obedience is readily secured. This plan always succeeds with children who are properly governed at home. Nearly all the difficulties encountered by a teacher can be traced directly to the culpable negligence of parents.

When admonition, remonstrance and reproof fail in securing proper attention, the offender is required to stand on the floor during a part or the whole of the playtime. Should this fail, the pupil is condemned to idleness during a lesson, or is sent home for a part, or the whole of the day. When this does not succeed, he is suspended from the school for a specified period; then, if this does not secure good behaviour, the boy is finally dismissed from the school. Should his contrition and future conduct warrant it, he may, after a certain time, upon the application of his parents and his own promise of good behaviour, be reinstated in the school; but when *expelled*, he cannot be re-admitted.

Finally, we anticipate much benefit from the Library recently established in the school. It contains about 500 volumes of most valuable books. By proper management, it will enable us to accomplish more, in a given time, than we have ever yet done in the Provincial Model School.

AMENDED COMMON SCHOOL REGULATIONS,

RELATING TO THE CONSTITUTION AND GOVERNMENT OF SCHOOLS IN RESPECT TO RELIGIOUS AND MORAL INSTRUCTION, AND ADDITIONAL DUTIES OF MASTERS AND PUPILS.

[The 5th section of the 6th chapter of the General Regulations, &c., for the government of Common Schools in Upper Canada, has been revised as follows—embracing certain additional regulations in regard to the duties of masters and pupils:]

V. RELIGIOUS AND MORAL INSTRUCTION.*

As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. The Common School Act, of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That any Model or Common School established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from Trustees, Superintendents, or the Government itself. Therefore it shall be a matter of mutual arrangement

* See pamphlet edition of the Common School Acts for Upper Canada, (1850), pp. 61, 62.