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## OFFICIAL CIRCULARS OF THE CHIEF SUPERINTENDENT ON THE NEW SCHOOL LAW OF ONTARIO.

### I.—TO THE WARDEN AND MEMBERS OF THE COUNTY COUNCILS IN THE PROVINCE OF ONTARIO.

SIR,—I address through you, the County Council over which you preside, this circular on the subject of the new School law. We have jointly and harmoniously laboured together during more than a quarter of a century for the education of the youth of our common country. Closely approaching my three score years and ten, I have been anxious, before leaving the administration of the School system to other hands, to remedy, as far as I could, such defects in the School law as my own long experience had suggested, and as have been felt by local school authorities; to supply wants unprovided for, or created by the progress of the school system, and to adapt it as completely as possible to the present state of society and of our Municipal institutions. To do this I have taken special pains and incurred much labour. I have made a fourth tour of inquiry and examination into the school systems of foreign educating countries, both in Europe and America, and reported to the Government the results, with recommendations for the improvement of our own school system. These recommendations were submitted to a very large select Committee of our Legislative Assembly, (a Committee selected without reference to party). The Bill which the Committee reported as the result of its lengthened and minute deliberations, was afterwards submitted by me, for consultation, to County School Conventions held in the various Counties of the Province. In the final Draft of Bill, I embodied those provisions only which received general approval after so much con-

sultation; and expected it would meet with the equally general approval of the Legislative Assembly, if not pass without a division, as did the Grammar School Improvement Bill which I submitted to the Legislature of United Canada in 1865. But, to my surprise and regret, it met with a degree of opposition, and since an amount of misrepresentation, such as no previous School Bill has ever encountered. I am, however, thankful to be able to say that the Bill has passed the Legislative Assembly, not only unimpaired, but greatly improved in its provisions in respect to High Schools and other details.

1. The establishment of *Free Schools* by LAW has been long and almost unanimously desired by the country; and the corresponding provision to secure to each child in the land Public School instruction during four months of each year from the age of seven to twelve years inclusive, and providing means to enable Trustees to enforce this provision in any case of wilful delinquency.

2. County Councils have complained of the expensiveness of County Boards of Examiners, consisting, as they have done, of all Trustees of Grammar Schools and Local Superintendents; and Teachers have complained of being examined for certificates of qualifications, and their schools being inspected, by persons who had never been school teachers. Both of these grounds of complaint have been removed by the new School Act. Under the authority of the 11th Section of the new School Act (of which I have sent herewith two or three copies), each County Council appoints a Board of Examiners consisting of from three to five members, whose qualifications are to be prescribed by the Council of Public Instruction. The Council of Public Instruction has already prescribed the qualifications of examiners as follows:—

“All Head Masters of Grammar or High Schools, and all graduates who have proceeded regularly to their degrees in any University in the British Dominions, and have taught in a College or School not less than three years; and all Teachers of Common or Public Schools who have obtained a first-class Provincial certificate of qualifications, or who may obtain such certificate under the provisions of the present law, shall be considered legally qualified to be appointed members of a County or City Board of Examiners without further examination, on their obtaining from the Education Department, for the satisfaction of the County Council or City Board, a certificate of their having complied with this regulation, and being eligible under its provisions.”

3. Your Council will select from these three classes of legally

qualified persons a County Board of Examiners, of whom a County Inspector must be one; and the Council will, of course, before appointing any person as Examiner, satisfy itself that such person possesses the certificate above specified, since, in case a County Council should appoint any persons on the Board of Examiners who do not possess the legal qualification, it would vitiate the constitution and acts of such Board.

4. But the Act requires that each Board of Examiners shall include a County Inspector, and also provides, in the third section, that "The qualifications of County, City or Town Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates for certificates of qualification, and grant certificates of qualification; and no one not holding such certificate of qualification shall be eligible to be appointed an Inspector."

According to the requirements of the statute, the Council of Public Instruction has prescribed the qualifications of County Inspectors as follows:—

"All County and City Superintendents of Common or Public Schools who have held that office consecutively for three years; all teachers of Public Schools who have obtained or who shall obtain first-class Provincial certificates of qualifications of the highest grade (A); all Head Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and discipline of Public Schools; and all graduates who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory thesis on the organization and discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on their obtaining, in each case, from the Education Department, the certificate required by law."

5. But for any one of the above four classes of persons specified as possessing the legal qualifications for the office of County Inspector, to be eligible for appointment to that office, it will be necessary for him to procure from the Education Department, and present to the County Council, the certificate of his qualification required by the statute.

6. It has been my intention in recommending these provisions of the new School Act, and it is my wish, that the office of County Inspector should, as far as possible, be filled by meritorious common school teachers, who, by their labor, skill and acquirements, have or shall have obtained the first rank in their profession. But at present the only class of common school teachers who possess first-class Provincial certificates of qualification are those who have attended the Normal School. I think, therefore, no permanent appointment of County Inspectors should be made before the Public School teachers at large shall have had an opportunity, by examination, of obtaining a first-class, grade A, Provincial certificate of qualification. This can be done by the County Councils at their June meeting appointing Inspectors from the three classes of persons, now legally qualified, for six months only—say from the 1st of July to the 31st of December, 1871; and then at their next January meetings the County Councils can, from the lists of qualified persons to be furnished them by the Education Department, make their selections and appointments of County Inspectors with a view

to permanency. In this way due consideration will be given to the profession of Public School teachers; the new School Act, with the new programmes of school classification and discipline, will be brought into full operation immediately after the July vacation; and the Councils will have time to obtain all needful information to enable them, at the beginning of next year, to make the best selection of County Inspectors to give effect to the school system in the new organization of the Public Schools.

7. It is important that each County Clerk (as provided in the fifty-fifth section of the Consolidated School Act) should inform me, immediately after the meeting of the County Council, of the name and address of each County Inspector appointed, that I may know to whom to address the Examination Papers of Teachers, as the first examination should take place not later than July.

8. The sixteenth section of the new School Act invests the County Council with important powers, by the appointment of a careful and impartial committee, for the settlement of the many questions of complaint and dispute arising out of the formation of school sections—questions for the investigation and settlement of which the law has heretofore made no provision.

9. The mode of appointing Trustees of Grammar or High Schools by County, Town and Village Municipal Councils is unchanged by the new School Act; but the powers of the Boards of High School Trustees are made the same in respect to supporting High Schools as are the other Boards of Trustees in respect to the support of Public Schools; so that the chief reason for the union of High and Public School Boards in past years no longer exists. A more equitable and comprehensive mode of providing for the support of High Schools is also made by the new School Act, apart from the High School building, which must be wholly provided by the Town, Village or School division within which the High School is situated; and the fortieth section of the Act makes it the duty of the County Council to prescribe the limits of each existing High School District. Under the new organization, High Schools will have much more important work to do in respect to higher English education than the Grammar Schools have ever performed.

10. I confidently trust the important powers and duties which the new School Act confers and enjoins upon County Councils will be exercised and discharged with the same intelligence, impartiality and patriotism which have characterized their proceedings during the last twenty years.

I have the honor to be,

Sir,

Your faithful servant,

E. RYERSON.

II.—TO TRUSTEES OF RURAL SCHOOLS THROUGHOUT THE PROVINCE OF ONTARIO.  
GENTLEMEN,

The new School Act, which provides that "All Common Schools shall hereafter be designated and known as Public Schools," confers upon Trustees of School Sections great addi-

tional powers and facilities for the discharge of their important and often difficult duties.

1. By law all your schools are made *free schools*, and as such supported entirely by rates on taxable property. The great object desired so frequently and with so much unanimity by County School Conventions, and by the friends of educational progress generally, is thus accomplished, and the agitations which have taken place on the subject during the last twenty years, will now cease, though they have prepared the way for this grand consummation of a *free school law*.

2. While the law thus makes every man in proportion to his property, which is protected and increased in value by the labour of all, liable for the education of every child in the land, it also provides that every child shall have the right of at least four months school instruction each year from seven to twelve years of age—that is six years; and invests Trustees with power to see that no parent or guardian shall wilfully, without penalty, violate this beneficent provision of the law, and of which every rate-payer has a right to claim the execution.

3. Then follows the corresponding necessary provision, that 'each School Corporation shall provide *adequate school accommodations* for all children of school age in their school division or municipality.' These 'adequate accommodations' include two things:—*First*. Protection of the pupils from snow and cold in winter, and from rain in spring, summer and autumn. *Secondly*, sufficient room, seats, desks, and necessary outside conveniences for the pupils. In default of this, the payment of the school apportionment may be withheld, and the defaulting Trustees made personally responsible for the loss of the amount thus forfeited and lost to the school section through their neglect; and any parent may sue the Trustees for damages in not providing 'adequate accommodations' for the due reception and teaching of his child.

4. Then follows also the obligation of Trustees to employ a competent teacher. If the property of every man is taxed in proportion to its value to support a Public School, every man has a just right to claim the teaching of his children all the subjects of the Public School education. The first clause of the eighty-first section of the Consolidated School Act explicitly requires that, "It shall be the duty of every teacher of a Common School to teach diligently and faithfully *all the subjects required to be taught in the school*;" and therefore a teacher must be employed competent to teach those subjects, as far as the children of each ratepayer may require. It would be a monstrous injustice to tax a man to defray all the expenses of a school, and then that his children could not be taught in such school the prescribed Public School subjects, on account of a teacher being employed less advanced than some of his own children. The object of the Free School law is not to save the pockets of certain parties, but to make the school as *fit* to teach, as it is free, to all classes of children of school age, by making the property of all liable for its support, and empowering Trustees to command its resources. It is, therefore, as much the duty of Trustees to employ a teacher as competent to teach more advanced

Public School pupils in their section as to teach the beginners; and the best economy is to employ the best teacher that can be obtained, as it is to employ the best physician, or lawyer, or mechanic.

5. The thirteenth section of the Act contains a most important provision for introducing into the schools "the teaching of the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture," and makes it the duty of the Council of Public Instruction to train teachers, prepare a programme of studies, and select text-books for that purpose—thus giving the public schools a practical character in connection with various industrial pursuits of the country that they have never yet possessed, but which has recently been largely provided for by the Legislature.

6. The fifteenth section of the new School Act also provides against injuriously small school divisions; and the sixteenth section of the Act provides for a majority of the Trustees, or any five rate-payers, a competent and impartial tribunal of appeal against an unjust or hurtful formation or alteration of the boundaries of their school section.

7. The seventeenth section of the Act provides facilities for procuring suitable school sites, such as have often been applied for by Trustees and others, but which have not heretofore been provided by law.

8. By the twenty-seventh section of the Act, the Division Court is substituted for the often tedious and uncertain mode of arbitration for the settlement of pecuniary disputes between Trustees and Teachers.

9. By the second sub-section of the thirtieth section of the Act, more extensive and defined powers are given to the Collector appointed by Trustees; and by the *third* sub-section of the same section, the *restriction* heretofore imposed upon Trustees in employing a teacher for the ensuing year between the first of October and the second Wednesday in January, *is repealed*.

10. By these provisions of the new School Act, and others to which I need not refer, great additional facilities are provided to enable Trustees to fulfil the important and responsible trust committed to them by their fellow-citizens for the sound Public School education of all the youth of the land—a trust which I doubt not you will fulfil in a manner worthy of your office, and commensurate with the best interests of our beloved country.

I have the honour to be,

Gentlemen,

Very faithfully yours,

E. RYERSON.

III.—TO TEACHERS OF THE PUBLIC SCHOOLS IN ONTARIO.  
GENTLEMEN,

The new School Act contains more provisions to advance the profession and position of teachers of Public Schools than any School Act which has been passed by our Legislature since 1850.

1. It makes all the schools free by law, and thus relieves teachers of all labour, and frequent difficulties and losses, arising out of the rate bills on pupils.

2. It makes permanent, during good behaviour, all certificates granted by County Boards according to the terms, giving no power to such Boards, or to any other Board or Council or individual whatever, to cancel such certificates, except for misconduct, until they expire according to the terms of them.

3. It provides for the examination of candidates for Teachers' certificates of qualification by Boards of Examiners consisting of none but those who have had experience in teaching.

4. It authorizes regulations by which none but holders of first-class Provincial certificates of the highest grade, or University diplomas, with testimonials of experience in teaching equivalent to the higher grade of first-class Provincial certificates of teachers, shall be Inspectors of Public Schools.

5. It repeals the clause of the Consolidated School Act which prevented the employment of teachers, except under certain circumstances, for an ensuing year between the first of October and the second Wednesday in January.

6. While the provisions of the Consolidated School Act relative to the prompt payment of teachers' salaries remain unchanged, the new Act provides a more certain and expeditious mode of settling pecuniary disputes between Trustees and Teachers, by the decision of a Court, than by the old method of arbitration.

7. The highest class County Board certificates hereafter to be awarded (equal to second-class Provincial certificates) will be for life, or during good behaviour, and valid in every county of the Province, instead of being liable, as heretofore, to be cancelled at the pleasure of the County Board granting them, and limited to one county.

8. The regulations and programmes of studies for the discipline of the schools and the classification of pupils, will as much improve the position of teachers and facilitate the performance of their duties, as the provisions of the Act above referred to.

9. But while provision is thus made to improve the position and protect the interests of the teachers—provisions such as do not exist in any other country or State in America—equal care must be taken to maintain and elevate the standard of the teacher's qualifications; so that while, on the one hand, the teacher is secured in what belongs to the dignity and efficiency of his profession, the public shall be guaranteed against unqualified and incompetent teachers. If the position of the teacher is improved, the standard of his qualifications should be proportionably advanced; and this will tend still further to improve his position and interests, and, at the same time, increase the efficiency and value of his teaching—thus effecting a saving in the time of pupils, and promoting the development of their faculties and their acquisition of knowledge.

10. It is with this view that the new School Act has provided for the more uniform and effective examination of candidates for the teaching profession, and their classification according to qualifications and merit. The *Ontario Association of Teachers* have themselves requested that the Council of Public Instruc-

tion should prepare papers for the examination and classification of teachers throughout the Province, and direct the manner of such examination. This is provided for by the new Act. There have heretofore been four classes of Teachers' certificates, namely, Provincial certificates to graduates of the Normal School, and three classes of certificates by County Boards. There will hereafter be but three classes of certificates, namely, Provincial certificates by the Council of Public Instruction, and two classes of certificates by County Boards. The third class certificates heretofore given by County Boards will hereafter cease to be given. The examination papers for the three classes of certificates to be given, will all be prepared under the direction of the Council of Public Instruction, as also the estimated value of each question, and will thus be the same in every County of the Province.

11. Each class of examination papers thus prepared will be sent to the County Inspectors under seal, not to be broken except on the day and place of examination of candidates, and in their presence. The examination will take place on the same day and at the same hour, at the place of Municipal Council meetings in all the Counties and Cities of the Province, and the same time allowed, and the same mode adopted in the examinations by every County and City Board of Examiners. The questions and answers by candidates for first-class Provincial certificates will be forthwith sealed up in the presence of the candidates, and transmitted to the Education Department at Toronto; the value of the answers to the questions for the other two classes of certificates will be decided upon by the County Boards of Examiners, who will grant the certificates accordingly—of which the blanks will be prepared and furnished by the Education Department.

12. The lowest class certificates issued by the County Board will be valid for three years, but not renewable, unless under very special circumstances, which will be provided for. Teachers of ordinary capacity and diligence, who obtain the lowest class County Board certificates, can in three years qualify themselves to obtain the highest class County Board certificates. If they do not possess such capacity, or will not employ such diligence for improvement in their profession, they ought to leave it, and their places will be more than filled by new candidates; and the profession will thus be gradually purged of non-improving and incompetent teachers, and parents and pupils will be relieved of their incumbency.

13. To be eligible for examination for the highest class County Board certificate, (or second-class Provincial certificate), the candidate must have successfully taught three years; and the certificate obtained by him or her will be valid during life, or good behaviour, and will be available in all the Municipalities of the Province.

14. To be eligible for examination for a first-class Provincial certificate, the candidate must have successfully taught five years, (as suggested by the *Ontario Teachers' Association*); or two years, if during that period he has held a second-class certificate granted under the new regulations, and his certificate will not only be valid during life, or during good behaviour,

and available in all the Municipalities of the Province, but will, if of the first grade (A), render him eligible for the office of *County Inspector of Public Schools*.

15. It is important to add, that the standard of qualifications of these different classes of teachers, will be the same for all teachers, whether trained in the Normal School or not; just as the same standard of qualifications is prescribed for all candidates for admission to the bar as barristers, whether they have studied in a law office or not; and just as the same examination is required of all candidates for the degree of Bachelor of Arts in the University, whether they have attended lectures in University College, or whether they have studied at home, with or without the aid of a private tutor. There can no more be two standards for first and second-class Provincial certificates of Teachers, than two standards for degrees in the Toronto University, or for admission to the bar as Barristers-at-Law.

16. There is immense advantage in candidates for first-class Provincial certificates attending the lectures, examinations and actual teaching in the Model Schools, in connection with the Normal School, as there are immense advantages in candidates for the degree of Bachelor of Arts attending lectures, examinations and studies in a College; and the greater is the merit of being able to obtain such a degree or such a certificate without the aid of the College or the Normal School, as the labor and difficulty of obtaining it is so much the greater. But the standard of qualification cannot be varied to suit the varying circumstances of candidates in the one case any more than in the other. The Normal School, with its Model Schools, is the university for the training of teachers for Public Schools, the same as University and other Colleges are the training schools for the learned professions and for Head Masterships of the High Schools.

17. Nor must teachers holding even the higher County Board certificates suppose it an easy thing to obtain a first-class Provincial certificate. This has never been accomplished, nor can it be accomplished, without long and severe application. In the State of Ohio (with a population much larger than that of Ontario), and in the absence of a Normal School, during the first *two years* after the law had provided for issuing State certificates of qualification by a Board of three who had obtained State certificates, only thirteen State certificates of qualification were granted on examination—twelve to male teachers, one to a female teacher. During the third year (the last year for which I have examined the State Superintendent's Report), *eighteen* State certificates of qualification were granted—*fifteen* to male teachers and three to female teachers. As examples, I have caused the Register of our Normal School for the last four years to be examined, with the following results: During the years 1867, 1868, 1869, 1870 (with an average attendance of about 150, each of the half-yearly sessions), there have been granted only thirteen Provincial certificates of the first grade A,—that is, a fraction over three each year, or at the rate of one and a half each session. Of the *thirteen* students who obtained A certificates, *eight* entered the Normal

School with first-class County Board certificates, and *two* with second-class County Board certificates. During the same period of four years, 34 first-class Provincial certificates of the second grade B were granted to students, *fifteen* of whom had obtained first-class, and *nine* second-class County Board certificates before entering the Normal School. During the same four years *fifty-nine* first-class certificates of the third grade C were granted to students, *twenty-four* of whom possessed first-class and *ten* second-class County Board certificates on entering the Normal School. The total, therefore, of first-class certificates, of these grades, during four years, is 106 to students, *forty-seven* of whom entered the Normal School with *first-class* and *twenty-one* with *second-class* County Board certificates.

18. The question arises, how long had these students to attend the Normal School, with its severe course of lectures, studies, exercises and practice of teaching in the Model Schools, before obtaining their first-class Provincial certificates, and on what examination do they obtain them? I answer in the following words of my Official Report for 1869 on the subject:—

“The time required to take a certificate depends, of course, upon the attainments and ability of the student, and the grade and class to which he aspires. To obtain a first-class grade A the *average* time taken is between three and four sessions. A few have taken such certificate in *one* session, but the majority require four, five and even six sessions. The average time required to take a second-class certificate, grade A, is about two sessions.

“Very few spend only one session at the Normal School. In most cases, students return for a second, and, in many cases, a third and fourth session. The certificates are awarded at the close of the session by a Committee of Examiners, of which the Head Master and Second Master of the Normal School are members. The examination lasts for six days, during each of which the students write for six hours. The papers are subsequently carefully read by the Examiners, and a value, varying from one—the highest—to six—the lowest—is assigned to each. These marks, or values, are entered in appropriate columns in a book, called the “Certificate Record,” which is kept for that purpose, and which serves not only to give a condensed view of the results of the examination in each individual case, but also for subsequent reference when any question arises as to the standing of a teacher in any particular branch, when he was in attendance at the Normal School. The grade and class of the certificate awarded depends partly on the standing attained at this final examination (chief importance being attached to the marks awarded for Education, Aptitude to Teach, Arithmetic, Reading and Spelling, Grammar and Composition), and partly on the character the individual has earned for himself as to quickness and general ability as a teacher.”

19. It is thus seen that a Teacher, with the higher County Board certificate, coming to the Normal School, has to incur the expense, time and labour of from one to two years, terminated by an examination of 36 hours, in order to obtain the highest Provincial certificate. The course of studies in the Normal School was last revised in 1858, and may be found in Appendix B to my annual School Report for 1869, pp. 14–46, together with the methods of instruction, and the 19 examination papers for the first session of 1870. Such is the standard of qualifications for all teachers in order to entitle them to first-class Provincial certificates; and just in proportion as they approach that standard will they be qualified thoroughly to manage and teach the public schools, as well as to inspect them; and just as the public schools approach the standard of the Model Schools, (the Normal School system of Common School organization, discipline and teaching in practice), will

be their increased value in the knowledge they impart, the faculties they develop, the habits and character they aid to form in the youth of our country. Every teacher should aim to occupy as high a place as possible in his profession, in his character, his example, his habits, his success, his usefulness.

I am your friend

And fellow-labourer,

E. RYERSON.

EDUCATION OFFICE,  
Toronto, March, 1871.

### QUALIFICATIONS OF PUBLIC SCHOOL INSPECTORS AND COUNTY EXAMINERS.

PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO, UNDER THE AUTHORITY OF SECTIONS 7 AND 11 OF THE SCHOOL ACT OF 1871.

#### I. QUALIFICATIONS OF INSPECTORS.

All County and City Superintendents of Common or Public Schools who have held that office consecutively for three years; all Teachers of Public Schools who have obtained or who shall obtain First-class Provincial Certificates of qualification of the highest grade (A); all Head Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools; and all Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on obtaining, in each case, from the Education Department, the certificate required by law.

#### II. QUALIFICATIONS OF EXAMINERS.

All Head Masters of Grammar or High Schools, and all Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, who have taught in a college or school not less than three years; and all Teachers of Common or Public Schools who have obtained a First-class Provincial Certificate of qualification, or who may obtain such certificate under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination, on their obtaining from the Education Department, for the satisfaction of the County Council or City Board, certificates of their having complied with this regulation, and being eligible under its provisions.

#### III.—REGULATIONS FOR GIVING EFFECT TO THE FOREGOING.

I. Candidates eligible to act as County or City Examiners will, on application, be furnished with the requisite certificates from the Education Department.

II. A Candidate for the office of County or City Inspector of Public Schools, must, in order to be eligible for that appointment, obtain from the Education Department a certificate of his qualifications for the office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University Graduates and Head Masters of High Schools, a satisfactory Thesis, as indicated below, on the Organization and Discipline of Public Schools, is required.

III. The thesis to be prepared ought not to exceed twenty-five or thirty pages of foolscap, written on one side only, and should embrace the following topics, or subjects, viz. :—

1. Organization of schools; classification of pupils; system of monitor teachers—its use and abuse; school buildings and in and out-door arrangements; school furniture and apparatus, &c.

2. School management; time tables and limit tables of study; school rules; school register; roll-book; visitor's book.

3. General principles of education; art of teaching, with examples of the mode of treating various subjects; characteristics of the successful teacher; how to secure the attention of pupils; how to interest the class.

4. Characteristics of a good style of questioning; correction of errors; recapitulations, &c.

5. Principles of mental, moral and physical culture of childhood; gymnastics and calisthenics.

6. School discipline; rewards and punishments; prizes; authorized system of merit cards.

7. School libraries; how best to make them available; school museums, or local collections, their value, and how to promote their formation and use.

8. Principles of the School Law, relating to Trustees, Teachers and Inspectors of Schools.

### PROGRAMME FOR THE EXAMINATION AND CLASSIFICATION OF TEACHERS OF THE PUBLIC SCHOOLS IN THE PROVINCE OF ONTARIO.

Prescribed by the Council of Public Instruction for Ontario, 28th March, 1871, as authorized by the Ontario School Act of 1871.

#### CONDITIONS REQUIRED OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION AS TEACHERS.

1. To be eligible for examination for a Third Class (County) Certificate, the Candidate, if a female, must be 16 years of age; if a male, must be 18 years of age; and must furnish satisfactory proof of temperate habits and good moral character.

2. Candidates for Second Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school three years, except in the special cases hereinafter provided.

3. Candidates for First Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a school five years, or two years if during that period he has held a Second Class Certificate granted under these Regulations.

#### VALUE AND DURATION OF CERTIFICATES.

1. First and Second Class Certificates are valid during good behaviour and throughout the Province of Ontario; and a First Class Certificate of the highest grade (A), renders the holder eligible for the office of County Inspector.

2. Third Class Certificates are valid only in the county where given, and for three years, and not renewable except on the recommendation of the County Inspector; but a teacher, holding a Third Class Certificate, may be eligible in less than three years, for examination for a Second Class Certificate, on the special recommendation of his County Inspector.

#### EXPLANATORY NOTE.

1. Attendance at the Normal School for Ontario, with the required practice in the Model Schools, and passing the requisite examinations for a First Class Certificate, shall be considered equivalent to teaching five years in a public or private School. So also, attendance at the Normal School, with the required practice in the Model Schools, and passing the requisite examinations for a Second Class Certificate, shall be considered equivalent to teaching three years in a public or private School.

2. In regard to teachers in French or German settlements, a knowledge of the French or German grammar, respectively, may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly.

#### MINIMUM QUALIFICATIONS REQUIRED FOR THIRD CLASS CERTIFICATES OF TEACHERS IN THE PUBLIC SCHOOLS.

*Reading.*—To be able to read any passage selected from the Authorized Reading Books intelligently, expressively and with correct pronunciation.

*Spelling.*—To be able to write correctly any passage that may be dictated from the Reading Books.

*Etymology.*—To know the prefixes and affixes (Authorized Spelling Book, pp. 154-169).

*Grammar.*—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of syntax, any ordinary prose sentence (Authorized Grammars).

*Composition.*—To be able to write an ordinary business letter correctly, as to form, modes of expression, &c.

*Writing.*—To be able to write legibly and neatly.

*Geography.*—To know the definitions (Lovell's General Geography), and to have a good general idea of physical and political geography, as exhibited on the maps of Canada, America generally, and Europe.

*History.*—To have a knowledge of the outlines of Ancient and Modern History (Collier), including the introductory part of the History of Canada, pp. 5-33 (Hodgins).

*Arithmetic.*—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure, and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the processes employed; to be able to solve problems in said rules with accuracy and neatness. To be able to work with rapidity and accuracy, simple problems in Mental Arithmetic (Authorized Text Book).

*Education.*—To have a knowledge of school organization and the classification of pupils, and the School Law and Regulations relating to Teachers.

#### MINIMUM QUALIFICATIONS FOR SECOND CLASS PROVINCIAL CERTIFICATES.

*Reading.*—To be able to read intelligently and expressively a passage selected from any English Author.

*Spelling.*—To be able to write correctly a passage dictated from any English Author.

*Etymology.*—To know the prefixes, affixes and principal Latin and Greek roots. To be able to analyze etymologically the words of the Reading Books (Authorized Spelling Book).

*Grammar.*—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and to be able to analyze and parse, with application of said rules, any sentence in prose or verse (Authorized Text Books).

*Composition.*—To be familiar with the forms of letter writing, and to be able to write a prose composition on any simple subject, correctly as to expression, spelling and punctuation.

*Writing.*—To be able to write legibly and neatly a good running hand.

*Geography.*—To have a fair knowledge of physical and mathematical geography. To know the boundaries of the Continents; relative positions and capitals of the countries of the world, and the positions, &c., of the chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and Bays. To know the forms of government, the religions, and the natural products and manufactures of the principal countries of the world (Lovell's General Geography).

*History.*—To have a good knowledge of General, English, and Canadian History (Collier and Hodgins).

*Education.*—To be familiar with the general principles of the science of Education. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History, and Object Lessons. To be well acquainted with the different methods of School Organization and Management—including school buildings and arrangements, classification of pupils, formation of time and limit tables, modes of discipline, &c., &c. To give evidence of practical skill in teaching.

*School Law.*—To have a knowledge of the School Law and Official Regulations relating to Trustees and Teachers.

*Music.*—To know the principles of Vocal Music.

*Drawing.*—To understand the principles of Linear Drawing.

*Book-Keeping.*—To understand Book-keeping by single and double entry.

*Arithmetic.*—To be thoroughly familiar with the authorized Arithmetic, in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in Mental Arithmetic.

*Mensuration.*—To be familiar with the principal rules for Mensuration of surfaces.

*Algebra.*—To be well acquainted with the subject as far as the end of section 153, page 129, of the authorized Text Book (Sangster).

*Euclid.*—Books I. II. and III., with problems.

**NOTE.**—For female Teachers, Euclid may be omitted, and the chapter on the Economy of the Household, pp. 171-188 of Dr. Ryerson's First Lessons in Agriculture, substituted for it.

*Natural Philosophy.*—To be acquainted with properties of matter and with Statics, Hydrostatics and Pneumatics, as set forth in pages 1-109, Sangster's Natural Philosophy, Part I.

*Chemistry.*—To understand the elements of Chemistry as taught in the first part of Dr. Ryerson's First Lessons in Agriculture, pages 9-76.

*Botany.*—To be familiar with the structure of plants, &c., and the uses of the several parts (First Lessons in Agriculture).

*Human Physiology.*—Cutters First Book on Anatomy, Physiology and Hygiene.\*

#### ADDITIONAL FOR THOSE WHO DESIRE SPECIAL CERTIFICATES FOR TEACHING AGRICULTURE, UNDER SECTION THIRTEEN OF THE SCHOOL ACT OF 1871.

*Natural History.*—General view of Animal Kingdom—Characters of principal classes, orders and genera (Gosse's Zoology for Schools, or Wood's Natural History).

*Botany.*—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada. (Gray's How Plants Grow).

*Agricultural Chemistry.*—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of crops, Agricultural and Domestic Economy, &c. (Dr. Ryerson's First Lessons in Agriculture).

#### MINIMUM QUALIFICATIONS FOR FIRST CLASS PROVINCIAL CERTIFICATES. †

*Reading.*—To be able to read intelligently and expressively a passage selected from any English author.

*Spelling.*—To be able to write correctly a passage dictated from any English author.

*Etymology.*—As for Second Class Teachers.

*Grammar.*—To be thoroughly acquainted with the subject, as contained in the Authorized Text Books.

*Composition.*—As for Second Class Teachers.

*English Literature.*—To have a general acquaintance with the history of English Literature (Collier).

*Writing.*—As for Second Class Teachers.

*Geography.*—As for Second Class Teachers, and, in addition, to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States, with their capitals; to understand the structure of the crust of the earth; use of the globes (Lovell's General Geography, and Keith on the Globes).

*History.*—General, English, and Canadian, (Collier and Hodgins).

*Education.*—As for Second Class Teachers; and, in addition, to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School course.

*School Law.*—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

*Music.*—To know the principles of Vocal Music.

*Drawing.*—To evince facility in making perspective and outline Book-Keeping on common subjects on the blackboard.

*Arithmetic.*—To know the subject as contained in the Authorized Arithmetic, in theory and practice. To be able to solve problems in arithmetical rules with accuracy, neatness and dispatch. To be ready and accurate in solving problems in Mental Arithmetic.

*Mensuration.*—To be familiar with rules for Mensuration of Surfaces and Solids.

*Algebra.*—To know the subject as contained in the Authorized Text Book completed.

*Euclid.*—Books I, II, III, IV, Def. of V, and B. VI. with exercises. **NOTE.**—For female Teachers, Euclid may be omitted, and the chapter on the Economy of the Household, pp. 171-188 of Dr. Ryerson's First Lessons on Agriculture, be substituted for it.

*Natural Philosophy.*—As for Second Class Teachers, and, in addition, to be acquainted with Dynamics, Hydrodynamics and Acoustics, pp. 109-167 Sangster's Natural Philosophy, Part I.

*Chemical Physics.*—To have a good general acquaintance with the subjects of Heat, Light and Electricity.

*Chemistry.*—As for Second Class Teachers; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combination, and to possess a general knowledge of the Chemistry of the Metalloids and Metals (Roscoe).

*Human Physiology.*—As for Second Class Teachers.

*Natural History.*—General view of Animal Kingdom—Characters of principal classes, orders and genera (Gosse's Zoology for Schools, or Wood's Natural History).

*Botany.*—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

*Agricultural Chemistry.*—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of crops, &c., &c. (Dr. Ryerson's First Lessons in Agriculture).

\* The following little works are also highly recommended for perusal both by Teachers or Pupils, viz.:—"The House I live in," by T. C. Girtin, Surgeon, (Longmans) and "Our Earthly House and its Builder," (Religious Tract Society.)

† Candidates for First Class Certificates are recommended to provide against failure to obtain them by presenting themselves, also, for Examination for those of the Second Class.



I. Monthly Report on Meteorology of the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Journals of the daily observations at ten Grammar School Stations, for DECEMBER, 1870.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Arris—H. B. Spotton, Esq., M.A.; Peterborough—Ivan O'Beirne, Esq.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. acallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B. A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Daily Range, Highest, Lowest, and Wind.

Approximation. a On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Ontario. h On the Ottawa River. i Close to Lake Erie. m On the Detroit River. n Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS. NUMBER OF OBSERVATIONS, ESTIMATED δ VELOCITY OF WIND, AMOUNT OF CLOUDINESS, c, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Motion of Clouds, and Aurora observations.

δ Where the clouds have contrary motions, the higher current is entered here. δ Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

Pembroke—On 16th, lake frozen over. 18th, first crossing on foot. 21st, first crossing of sleighs. Wind storm, 15th. Snow, 3rd, 4th, 6th, 7th, 8th, 10th, 12th—14th, 17th, 18th, 20th, 21st, 25th, 26th, 30th, 31st. Rain, 4th, 13th. CORNWALL—Snow, 5th, 8th, 12th, 14th, 15th, 17th, 20th, 21st, 26th, 28th, 30th, 31st. Rain, 2nd. PETERBOROUGH—On 12th, snow in very large flakes, some 1 1/2 in. by 1 in. Fogs, 12th, 23rd. Snow, 6th—8th, 11th, 12th, 17th, 19th, 20th, 21st, 25th—28th, 30th, 31st. Rain, 5th, 6th, slight mizzle, 12th. This month was mild at the commencement, but cold and severe towards the end. Sky very much overcast. Barometer fluctuating considerably. Deaths from typhoid fever continued until middle of month, when arrested by the cold weather. Permanent sleighing commenced on 12th. BELLEVILLE.—On 5th, fog. Snow, 8th, 12th, 17th, 20th, 21st, 25th, 26th, 28th, 30th, 31st. Rain, 5th, 6th, 13th. GODERICH.—On 6th, at 9 P.M., large lunar halo. 21st, lake frozen over for several miles from the shore. Snow, 6th, 7th, 8th, 11th—

15th, 17th, 19th—27th, 29th, 30th, 31st. Rain, 3rd, 5th, 6th, 7th, 12th. The latter part of the month very cold and stormy; snow very deep.

STRATFORD.—On 6th, at 8 P.M., large lunar circle. Wind storms, 11th, 21st, 26th, 30th. Fogs, 5th, 12th. Snow, 7th, 11th—15th, 17th, 19th—21st, 23rd—26th, 30th, 31st. Rain, 5th, 6th, 12th, 13th.

HAMILTON.—On 18th, hail. 27th, two Canadian woodpeckers (*picus minor*) observed. 22nd, very cold weather set in to-day; the 29th was the coldest day of the year. 30th, very stormy, from south and south-west. Wind storms, 19th, 20th, 21st, 30th. Snow, 11th, 15th, 20th, 25th, 30th, 31st. Rain, 5th, 7th.

SIMCOE.—Wind storms, 13th, 14th, 21st, 30th. Snow, 12th, 13th, 14th, 19th, 20th, 26th, 28th, 30th. Rain, 5th, 8th, 12th, 13th, 20th.

WINDSOR.—Lunar halo on 1st, 3rd, 10th, 28th, 29th, 31st. Navigation of the Detroit River closed 20th. Wind storms, 5th, 8th, 11th, 21st, 26th, 30th. Snow, 7th, 11th, 13th, 14th, 15th, 19th, 20th, 25th, 28th, 29th. Rain, 5th, 7th, 11th, 12th, 30th.

## II. Condition and Management of Schools.

### 1. IMPROVEMENT IN ELEMENTARY EDUCATION.

A paper, under the above heading, in the *Journal of the Society of Arts*, draws attention to a system of elementary instruction which appears to possess some novel features. As it may prove interesting to teachers, we gladly give it the publicity of our columns:—

As there seems little chance of the needed extension of art and science instruction in this county, unless time be gained for it by improving and shortening the time of primary education, and the new educational constituencies appear to be little aware that any practical improvements upon the common systems can be made, the testimony collected by the Council on the half-time schools shows that, under proper arrangements, as good results are obtained in three hours of daily instruction, or four hours on alternate days, as by the five and six hours of daily teaching in the common schools; and also that as much instruction as is usually given in them in seven years, is given in between three and four, and at less than half the expense, by systematic class teaching. The attention of the Education Committee of the Society was lately called to an improvement upon our system of teaching, in one now extensively practised in Germany, by which reading and writing are better taught together in about one-half the time now occupied in teaching them. It appears that Miss A. J. Clough (a sister of Mr. Clough, the poet), who has recently been engaged in the organisation of a middle class school for female children in London, was so struck with this method of teaching in the German schools, and with the excellent results obtained by it, that at her own expense she brought over a female teacher to try it in teaching English, and the Committee had an opportunity of witnessing the practical working of the method at the National Schools, Christchurch, Marylebone, under the auspices of the incumbent, the Rev. Llewellyn Davies. The principles on which the method is based were brought into notice in Germany twenty years ago, by an eminent and practical teacher, Dr. Vogel, of Leipsic, in his "Child's first Lesson Book."

A primer on this system, prepared by a German teacher, and edited by Miss A. J. Clough, has been produced at the Clarendon Press, Oxford, and is used in the school above referred to, where a German teacher is employed to carry out the system experimentally. As explained in the preface to this primer, the system seeks—“First, to connect the object lessons (which ought to be the beginning of instruction in any well-organised school) with the first exercises in writing. Secondly, to teach the letters by their sounds, not by the names which we have been accustomed to give them, so that the sound of each single letter may be the same sound that it has when pronounced in a word. Thirdly, as a foundation for correct spelling, to accustom the child from the first to take each word as a whole, thus making spelling very much an act of memory. Last, but not least, to provide a pleasant and attractive lesson-book as the school's first gift to a child—one that will not weary him, but will begin by reminding him of the cheerful pastimes of the nursery.”

It will be noticed that a main point of the plan is to teach reading, writing, and spelling together. The primer directs that the first lesson should be given as follows, the children being supplied with copies of the primer, which contains wood-cuts of the objects:—“Draw the first object given in the book on the black board, in outlines as large and simple as possible. The children should watch how the drawing is done, with the idea that they are to try and imitate it afterwards. If possible, show the real object to excite greater interest; but, if this cannot be done, the picture in the primer must be shown instead. Now begin to talk about the object, show its different parts, its composition, its use, &c.; ask the children what they already know about it, and tell some little

story connected with it. Then tell them to draw on their slates the picture which was drawn on the black-board, and allow them perfect freedom in doing this. The child's fancy will recognise the original picture in its own most imperfect attempts at imitation. When this is done, tell the children that, besides drawing, we have another way of putting things down on paper or on a slate; that we can write a 'nut' as well as draw one; that as the picture gives everyone the idea of a nut, so the written word gives everyone who can read English the idea of a nut. But writing a nut is much quicker than drawing one, and that is why we write and do not always draw things. Now write the word 'nut' in round text-hand on the board under the picture, so that the children may see the drawn 'nut' and the written 'nut' side by side. Then let them find these, first one and the other, in their primers, and finally tell them to try and write the word, one, two, or three times, on their slates. Next, say that in books we find that words are not written, but printed, so we must learn to know how a printed word looks. Show the word 'nut' in large printed letters on counters, and let the children find the printed word in their primers. Now pronounce very distinctly several words ending with the sound 't' as—hat, bat, hut, hot, lot, putting the emphasis on 't,' and ask the children what sound they hear most distinctly alike in all the words. They will soon answer 'te,' sounded like 'tur,' without pronouncing the 'r' or, more precisely like 'te,' with the *e* mute as in French. No child will say 'tee.' Show the counter 't,' and let them find 't' in the printed 'nut' in their primers, and call it by its sound 'te' or 'tur.' Follow the same plan in teaching 'u,' sounded as it sounds in 'hut,' 'nut,' but not calling it 'eu.' When the children have thoroughly taken in and understood the printed word as a whole and in the single sounds, they must be made to understand that the written word which they have already seen as a whole, is also composed of three sounds. For this purpose, show counters with the printed sounds, and write the written ones (that is, the letters) one by one on the black-board, and let the children try and copy the written letters. The sounds of the letters may be taught just as they occur in making up the words, not in alphabetical order; and the names of the letters, as in the ordinary alphabet, may be ignored until the child can read.”

Other words should be treated in the same manner, till all the sounds employed in the language are learnt. It should be added that the children are first taught to write in the air with outstretched fore-finger and arm, and to describe the strokes as made. Thus 'a' would be described as "oval—straight-down—up." This part of the system seems to answer well, and to fix the forms of the letters in the children's minds. The plan is explained in further detail in the primer, but the above will serve to give an idea of it.

It may be added that the children who had been taught upon this plan, for about five months, at the school above referred to, appeared to read and write simple words satisfactorily, but the experiment would have been more conclusive had it been made with children of about six years old, previously perfectly ignorant. Happily, however, it was impossible in this school to find such children, and thus the teacher had not an opportunity of working upon perfectly virgin soil.

It appeared that the greater difficulty of teaching spelling in English, as compared with German, in consequence of the frequent representation of the same sounds by different letters in English, would (so long as that difficulty is allowed to remain in children's school-books) reduce the gain here from one-half to about one-third. The method has more refinement in it than our common method and would need a higher order of teaching power than at present exists in our elementary schools.

Dr. Lindo, the distinguished school inspector of Holland, who was recently in London, stated that the method had lately been introduced in the Dutch schools with success. It was considered that their infant school teaching was so far advanced that they had not so much to gain from it in time as in England. But it is German method was an improvement, inasmuch as it was more interesting and entertaining to the children, and was a better and less fatiguing exercise of the mind.

### 2. THE PRINCIPLES AND PRACTICE OF EDUCATION; OR, THE SCIENCE AND ART OF TEACHING. BY GEORGE VICTOR LE VAUX, M.C.P.

(Continued from last No.)

EDUCATION AND EDUCATORS.

Mere knowledge is not education, but education includes knowledge. To teach is not to educate, but to educate is to teach. The two words are far from being synonymous. To teach means "to cram in," and to educate means "to draw out," or to lead forth. The term education is derived from *e* or *ex* out and *duco* to lead.

and, in the sense in which we use it, signifies the expanding, unfolding, training and strengthening of all the human powers—the full development of all the faculties of the mind. Education excites the mind to thirst after knowledge, whilst it endows our faculties with strength to acquire sufficient supplies of mental food. Being at the same time a cause and an effect, it strengthens and enlarges the intellectual capacities, whilst it cultivates, elevates and refines all the feelings of the human heart.

The best educator is not the man who can cram in the most information, but he who can most successfully stir up or inspire the human mind to think, observe, reflect, combine, analyze and execute, *without doing any or either of these things for it.* The best preceptor is not he who can “pack into” the pupils' minds the greatest number of facts, but he who can thoroughly discipline the mental faculties and thereby enable his disciples to educate themselves. The due discipline of the mind and proper training of the heart, are things to be desired far more than the mere acquisition of information. It is, however, a reliable axiom that knowledge is the twin sister if not the offspring of education—no human being can really educate his heart or mind without acquiring knowledge. The latter always accompanies the former; but unfortunately the former does not always go hand in hand with the latter.

Man was designed by his Creator to be “perfect after his kind.” It would be well to bear in mind that this truth has reference to his *physical, mental and moral* natures. It does not refer to one only, but to the three together—to the body, the mind, and the heart—the “perfect man.” That being alone is a perfect man who possesses a benevolent heart, a vigorous mind, and a healthy body. This is the combination which constitutes the “whole man.” How important therefore that the rising generation, each and all, should receive a good physical, mental and moral education?

Some parents and teachers also affirm that during the early years of childhood, the physical powers should be allowed to develop themselves unchecked by the temporary restraints involved in the exercise of the other two. Others again, hold that the mental powers of children should engross all attention, to the exclusion of the physical and moral; whilst a third party, equally earnest, make a similar affirmation with respect to the moral feelings. These three views are equally erroneous. Nature and experience inform us that the true course consists of a due combination of the whole three.

From infancy up, the due development of the physical powers, mental faculties, and moral feelings should be carefully attended to, so that being called forth into harmonious action none of them may flourish at the expense of the other. None should be placed “*afore or after the other*”—all are equally important. Never should the physical and moral faculties be sacrificed to the intellectual, and *vice versa*.

It is obvious, therefore, that those who consider education to be the mere act or art of carrying children through a certain programme of studies are grievously in error, and teachers holding these views cannot possibly understand their business, nor duly appreciate their calling. Indeed they must be wholly ignorant of the science and of the responsibilities it involves—“quack doctors” who, in their educational ministrations, will probably do more harm than good. To them we would say, physicians cure yourselves ere you attempt to practice your “nostrums” on others, failing which, you had better seek a more suitable calling.

To be a successful lawyer, preacher, sailor, soldier, merchant or mechanic, a man must be educated by years of study, labour and apprenticeship. Is it not the same with the teacher? Without study and due preparation, how can a man possibly be an educator? In most of these professions, men have to deal with earthly things, whereas the teacher has to deal with immortal beings. He has to work on heavenly subjects—on the everlasting materials of mind and spirit. Why should he through blunders, arising from ignorance or inexperience, maim or mar what was intended to be blessed and a blessing to others? He has to educate the immortal principles, to fashion the human soul, and, unlike other workmen, his work, be it good or bad, will endure for ever. If good it shall be his delight in future ages, if bad it shall be a source of shame to him for all eternity. How important; therefore, that he should fully understand the mysteries of his profession, and be duly impressed with its responsibilities; How important that he should, like the artist, have a *beau idéal* before him in all his labours. Then every word he speaks shall be fraught with meaning, being expressed with consummate skill, and every sentence he utters will develop the *ideal* of his mind; and those who study his character will exclaim: “What the sculptor is to the marble block, the teacher is to our children!” The true teacher is an artist whose works will endure for ever, influencing the history of our race, more or less, from time to eternity; whilst the unskilful teacher is

like the novice who would attempt to chisel an Apollo or a Venus from a block of marble. His highest efforts would be at least but a series of painful blunders—blunders that could never be remedied. How important is it, therefore, that every teacher, before commencing his labours, should have *correct ideas* of his work, and be fully posted in the *most approved methods* of performing the same? If he possess these qualifications, his efforts will assuredly be successful, and in days to come “many will rise up and call him blessed.” He who labours for mankind, forgetful of self, is sure of immortality.

#### FORMATION OF CHARACTER.

If we were to watch an icicle from the commencement of its formation until it has attained its full length, we would notice that it froze one drop at a time. “If,” as has been well remarked, “the water was clean the icicle will be clear and shall sparkle brilliantly in the sun; but if the water were muddy, the icicle will also be muddy and its beauty spoiled. It is thus our characters are formed—one little thought or feeling at a time. If every thought be pure and bright, the soul will be bright and lovely, and shall sparkle with happiness. But if the thoughts and feelings be evil or impure, the mind will be soiled, the character darkened and depraved, and the heart will be miserable and wretched.” How absolutely necessary is it, therefore, that we should always be on our guard against every evil impulse, desire, and allurements? How important is it that the educators of youth should keep constant watch over the development of the characters of the immortal beings committed to their care?

#### FIRST PRINCIPLES OF EDUCATION.

Indeed the first and grandest principle of all good education is, that more attention should be paid to the *formation of character* than to mere expertness in the respective branches of learning; and the second is like unto it, namely—that far more emphasis should be laid on the *right cultivation of the feelings of the heart*, and development of the faculties of the mind, than on the mere acquisition of knowledge. Every act of the teacher should tend to develop and strengthen these eternal principles, and the exercise of all the means at his disposal for that purpose is not only legal and right but obligatory. When a teacher takes charge of a school, his first object should be to win the love and respect of his various pupils. Should he understand his work, and be a good judge of human nature, he will doubtless succeed in doing so from the beginning—otherwise time will be necessary. In some exceptional cases time will always be requisite.

#### THE TEACHER TO RESPECT HIS OWN AUTHORITY.

The teacher should never forget to respect his own authority, and always endeavour to be consistent in all his doings. He should never issue an order unless he really intends it to be obeyed, and when his commands have been uttered he should permit no hesitation in their execution. He must convince the whole school, individually and collectively, by word and deed, that he is a man of energy, firmness of purpose, and decision of character, and will exact prompt and implicit obedience to all his commands; that he will permit no half measures, and tolerate no habits of partial obedience or indolent compliance. Then, and not till then, shall order, regularity, prompt obedience, and steady progress become the characteristics of his school. It is far better, however, that these things should be the result of dutiful affection, than the effects of mere slavish submission.

(To be continued.)

#### 3. ADMIRABLE RULES.

A very skilful and successful teacher of children is wont to express her indebtedness for much of her success to the following rules, which were first put into this shape by Jacob Abbott:

“When you consent, consent cordially.” “When you refuse, refuse finally.” “When you punish, punish good naturedly.” “Commend often.” “Never scold.”

Some bulky books contain less practical value than these short sentences.

#### 4. COMPULSORY EDUCATION.

That it is the duty of a state to provide facilities for the education of all its youth few will deny. As to the amount of instruction which should be furnished at the public cost there are differences of opinion; but even those who are usually considered enemies of our present system of free schools are understood to hold that schools for the instruction of the poor in the rudiments of learning, as reading, writing and arithmetic, should be maintained as a public charge.

To maintain these schools they would tax the property of the entire community.

But the right of a state to take a single dime of one man's property to educate another man's child rests on the right of self-preservation—the right of the state to live.

Ignorance is dangerous to free institutions. Some parents on account of poverty cannot educate their children; some by reason of ignorance, heedlessness, or avarice, will not. For these the state, unwilling to rear within itself a class that may work its ruin, establishes schools; but still the carelessness or the covetousness of parents keep many children out of them.

If a rich man or a powerful corporation decline to pay the school tax, the state, by process of law, collects it.

Resting on the inalienable right of self-preservation, and asserting that education is necessary to the perpetuity of free government, it demands a portion of the property for the support of the schools. The right to make this demand and to enforce it cannot be successfully questioned. Rights have respect to ends. The end which the state seeks is the rearing of intelligent citizens. For the attainment of this end it is not enough that opportunities for education be afforded, they must be improved.

If in seeking its end the state will not be baffled by the millionaire's refusal to pay the tax, shall it be defeated by the greed of parents, or the truant fancies of idle, untrained youth?

Compulsory education is a phrase of unpleasant sound. It grates on ears accustomed to harangues about liberty; but where short of it can a state that begins to support public schools stop? Taxing all to maintain free schools for the sake of its own security, must it not also for the same security insist that all shall in some way be educated?—*Connecticut School Journal*.

#### 5. EVILS OF OVERSTUDY.

In the above-named city, so famous for excellent schools, there is one called the Public Latin School, which has been considered the best school in the country, and which is attended by 250 youths. The father of one of these, perceiving the amount of study required of his son, looked into the matter and found that the boys were required to study five hours a day in school and three hours at home, making 8 hours study a day for six days in the week. It is a great blessing that the Sabbath is observed in Boston, or that the whole seven days might have been equally crammed with studies.

Being convinced that such severe and continuous mental labor was injurious to youth, and that there should be at least, one day for play in the week, this parent drew up a petition to the School Committee, setting forth the facts, and asking for Saturday as a holiday, except one Saturday in the month which is set apart for public exercises. This petition was signed by 203 parents of boys in the school, and endorsed by 153 of the best physicians of Boston, and sixty-five clergymen of all denominations. This imposing array of influence will doubtless secure its object, and, probably, draw the attention of other cities to a matter of so much consequence.

The opinions which some of the physicians appended are specially worthy the attention of all who have to do with schools in any part of the world.

Dr. Clement A. Walker, Superintendent of the City Hospital for the Insane, says: "I cannot doubt that the modern system of forcing the tender brain of youth lays the foundation for the brain and nervous disorders of after years—the cases of melancholia and paralysis, softening of the brain, and kindred diseases becoming so fearfully prevalent. Lessons that require more than two hours of study out of school are too long. I have been a teacher, and I think I know." Dr. Daniel V. Foltz says: "I have had two sons complete the Latin School course of instruction, and both had ruined constitutions as the consequence. One sleeps in Mount Auburn, and the other was obliged to leave college without finishing the course, and has never been able to resume his studies. Both are melancholy comments on the overtaking, exhausting system of instruction pursued." Dr. E. B. Moore says: "I am of the opinion that no lessons should be assigned to *scholars out of school*, leaving it voluntary with each to study or rest. I have a son now in the insane asylum, the result of excessive study and disappointed ambition." Dr. George W. Gray says: "I wish that in all of our schools the pupil might be made to remember *less*—and think and reflect *more*. Our minds, like our stomachs, can digest just so much and any over spoils the whole, especially is it so with the young—before the mind becomes matured." Dr. Peter D. Walsh says: "The result is an over-taxed brain, a dwarfed body, a weakened intellect, a variety of diseases, and a premature grave." Dr. Joseph H. Warren says: "I now cordially sign the above, as I can see the ill effects on our son, now attending this school, from the long continued drill required in study without sufficient rest for

mind or body." Dr. Charles C. Street says: "And for the same reason I am fully convinced that no school should be allowed to have a session on Saturday." Dr. Arthur H. Nichols says: "From my own experience, having spent six years at Boston Latin School, I can bear witness to the fact that the constant indoor confinement of the boys often results in serious and permanent injury to health." Dr. George A. Stuart says: "Of late years the majority of diseases seem to have assumed a nervous type, which in most cases may be traced to over-taxation of the mental powers of the young, both male and female. To quote a countryman of mine, 'It is well enough to teach the idea how to shoot, but dinna use too big a gun.'" Dr. Alfred C. Garrett says: "I must heartily approve this step, as two of my boys have been in this school. The study out of school hours ought to be abolished. Dr. Carl Booth says: "I would not allow my own child to study more than three hours a day. If a child cannot in this time acquire the wisdom of any professor ordinarily spoken either such child, teacher or teachers, must be idiots." Dr. J. B. Treadwell says: "Hundreds of pupils of our public schools are ruined in health every year; this I know from personal observation. I take great pleasure in aiding any scheme for reducing the hours of study." Dr. Howard F. Damon says: "The amount of vital power has its limits, and these limits in my judgment, are far exceeded by the present system of over-tasking the pupils in our public schools, and especially in the Public Latin School.

#### 6. OBJECTION TO LEARNING LESSONS AT HOME.

An English paper complains of the practice of requiring pupils to prepare school lessons at home, as a serious and unnecessary interference with the comfort of the fireside. It claims that a child's evenings should be given to relaxation and family pleasures, and that these should not be trampled upon by school tasks. The practice of assigning home lessons is also condemned by many eminent physicians as prejudicial to health. This subject has also received the attention of the school authorities in many of our cities, and regulations to guard against the overtaking of pupils have been enacted. In Boston, teachers are forbidden to assign lessons requiring home study to pupils in the primary schools and to girls in the grammar schools, and not more than one hour's home study can be daily required of the boys in the grammar schools and in the three lower classes in the high schools. It is also a peremptory rule that pupils shall not be required to study at recess. It is true that these rules are not always observed, but they show a praiseworthy effort to check what is a recognized evil. The recitations and exercises of the pupils in our upper schools consume so great a portion of the regular school hours that little time is left for study. The time spent by grammar and high school pupils in school in the preparation of lessons does not exceed, on an average two hours a day. Of course, the necessary amount of study cannot be compassed in this brief time, and, as a result, one or more lessons are prepared out of school; and this leads to excess in study. We often hear of frail girls studying until ten and eleven o'clock at night to meet school requirements, and we more often wonder that sensible parents permit it.

#### 7. DRAWING IN ELEMENTARY SCHOOLS.

This is one of the live questions of the day, which we hope to keep constantly before our readers. The public, including many school officers, need to be enlightened on the very great importance of teaching drawing in schools of every grade; while teachers need advice and counsel in respect to the best and most available methods and apparatus of instruction. There is a good deal of discussion in progress at home and abroad respecting the wisest and most efficient plans for cultivating the eye and the hand in the art of drawing, and consequently we invite experienced teachers in Connecticut, and at a distance, to give us their views upon this subject. The Legislature of this State last year came near passing a law (in accordance with a recommendation from Gov. English) which should place drawing among the obligatory studies of the common schools. If the General Assembly of next year should take such a step, it would be essential at once that the right view should be widely disseminated.

Among recent expressions of opinion, we call attention to the following:

1. The recent report of Mr. Parish, City Superintendent of Schools in New Haven, in the last of which (for 1870) he claims that it is fully established by the experience of New Haven that elementary drawing can be taught as well as other branches by the ordinary teachers in the public schools.

2. The recent reports of B. G. Northrup, which have repeatedly dwelt upon this subject in an earnest manner. The report for 1870 is especially worthy to be consulted.

3. An elaborate document on Scientific and Technical Instruction in Europe (not yet made public, though a few copies have been distributed) in the form of a report to Congress by the late United States Commissioner of Education, Hon. Henry Barnard, LL.D.

4. The papers published on various occasions by C. C. Perkins, of Boston, in reference to the plans proposed in that city for diffusing a knowledge of art.

5. A most suggestive and instructive book lately reprinted in this country, the lectures of John Ruskin delivered on assuming the duties of Slade Professor of Art in Oxford.

### 8. MUSIC IN GERMAN SCHOOLS.

Dr. Stowe gives an interesting account of what he saw in one of the public schools in Germany. In one department there were some two hundred boys practicing music on violins. In another department, all the boys were singing, and the superintendent said, in his peculiar phrase, "When the children don't sing the devil is here in the midst of them, but when they are all singing, he has to go out there"—pointing at the open window. And in that figurative way was indicated the truth that evil cannot easily dwell with a spirit of sacred song.

## III. The School House and its Surroundings.

### 1. SCHOOL-HOUSE ARCHITECTURE.

There are four general points about a school house which demand our special attention, viz. : accommodation, heat, light and ventilation. These again, can be divided and subdivided. The most improved of each should be adopted and adhered to with the same spirit that the best teacher is chosen and retained. In its strictest sense these things belong to the *plan*, and as they are the most important let them have our first attention, but let us not forget, or neglect to associate with them, a good design, for thereby we increase the value of the whole work, and form a combination of utility and beauty which will have a powerful influence over the minds of all who are brought in contact with it.

These things established, the rest we leave to those who have charge of the young minds of the future. May they ever have the best facilities for the furtherance of the great work of education, whereby society is advanced towards a higher state of perfection.—*Rhode Island Schoolmaster.*

I. P. N.

### 2. BEAUTIFYING SCHOOL GROUNDS.

At a recent school exhibition in one of the Middle States, a farce was acted representing a meeting called for the purpose of deciding on the location of a school-house, and of raising money to build it. Among other things said and done after the organization of the meeting, one man stated, that having found his barn too small for convenience, and rather leaky withal, he was about to build a new one, and proposed to sell his old one at a cheap rate to the district for a school-house, saying that the roof could be patched, the walls lathed and plastered, and the building made into a very comfortable school-room without great expense.

Another opposed extravagant outlay in the purchase of a lot. He was in favor of getting it as cheaply as possible, and, moreover, he thought the best thing that could be done was to take the unoccupied corner of the old burying-ground. The yard was no longer used as a place of burial, he said, and nothing would ever grow in that north-east corner except sorrel, and the children might amuse themselves at recess, and perhaps learn something in reading the inscriptions upon the tombstones.

Now "pity 'tis true, 'tis," but many of our school buildings, with their surroundings, are actual sepulchres of the talents, tastes and nobler feelings and sentiments of those who meet there for culture. The remedy is a simple one. We must learn to cultivate the pleasure-grounds, as well as the cornfields, of the soul. There is a great deal of discussion about securing regular and prompt attendance at school, and good behaviour while there. Make the place beautiful, and the work is half done. It should be an educator itself, should impart culture.

Instead of fencing out a lot in some bleak and barren place, let the most delightful site in the whole neighborhood be chosen, even if it is not upon the highway, or exactly in the centre of the district. Let at least a quarter, or better, a half acre be taken, and place the building far enough in the rear to afford room to lay out the grounds in front. This should be done with neatness and taste. An abundance of shade trees should be planted, and in some part of the

yard a group, under which may be erected rustic seats, where, on hot summer days, a part or the whole of the school may spend an hour in study, instead of being confined all day in the school-room. Who can blame a boy, in a cheerless room, for cutting holes in the plank bench before him, and catching flies to imprison there? Better do that than sit aching all day. A child would sit in a grove studying for an hour, more willingly and more profitably than in the school-room. The outdoor air and scenery quickens thought. Christopher North, while composing articles for Blackwood, used to sit sometimes during all the summer night under a favorite tree in front of his house, engaged in deep thought. At other times, he would have his servant row him up and down the beautiful lake Windermere, which lay at the foot of his estate, and the next day would commit his thoughts to paper.

The ground at the rear of the building should be fitted for the foot-ball, and any other games that the boys happen to become interested in. The whole should be enclosed by a neat fence.

It may be objected that such a plan fully carried out would involve too great expense; but he is a poor economist who does not see that the value of property in the vicinity of such an opportunity for education would be greatly enhanced.

With a building constructed with equal taste and reference to the health, comfort, happiness and culture of the pupils, a great advance would be made in the true education of youth. Observe the contrast of such a one with the following description, taken from real life: In the midst of a dreary sand-bank, in unoccupied land, many rods from any tree, or scarcely a sign of vegetation, stands the school-house. The bleak north wind has an uninterrupted sweep of miles. No fence surrounds the lot, in fact, its limits are not clearly defined, for the drifting sands long since obliterated the "ancient landmarks." A part of the adjoining land was once fenced, but years ago it was buried deep in the sand-drifts. Within, rude desks and benches, no chair, no table, no maps, or anything for illustrations. One blustering day in winter, a large boy, who occupied a seat in the windward corner of the room, approached the teacher at noon, with the request that he might be allowed to bring an armful of hay to stuff into the holes, where the clapboards were off, in order to keep the wind out.

Such is a type of not a few elementary seats of learning.

It may not be a great task to inaugurate a movement which would entirely revolutionize these homes of the children. Let the teacher, trustees, or any one, awaken an interest in some enterprising district in as many towns of the State as possible, to lay out and improve their grounds and building in the way suggested. A healthful rivalry between districts, and then between towns, would soon spring up, and some other district would soon make an effort to surpass the first, and thus, when the ball is once set rolling, it will not be likely to stop till it has reached the foot of the hill. When one man paints his house, his neighbor soon sees that his own is needing the same attention.

Pupils, also, will become interested—will feel that the property is theirs, and take pride in keeping it from injury, just as the boy delights in the mirrored blade of his new knife.

Teachers, school officers, citizens, will you not interest yourselves in this matter? Be in earnest. Nothing can work greater improvement in our schools than this. Nothing will put a greater power for good into your hands. If you cannot at once carry out all the suggestions made, do something: have the lot enlarged, the trees set out, and as much more as may be, and next year do a little more. Let us hear reports of your success. The columns of the "Journal" are open to you. Which shall be the banner town of the county? What neighborhood shall work the greatest improvement?—*J. P. G., in Maine Journal of Education.*

### 3. PREPARATIONS FOR SCHOOL HOUSE FLOWERS.

Now is the time to arrange your plans for your flower-garden next summer. Do not delay, but as soon as you have a few moments to spare, look over the seeds saved last season, together with your notes, and then make out a list of what you will need to buy. If you have followed previous directions, your list will be small. Send it immediately to some well-known seedsman, so as to have them on hand in time to sow some of them in boxes hot-beds, or even in cold frames, early in the season. In this way you can have a supply of flowers from four to six weeks earlier than by the usual course. Do not sow too many kinds: you will derive much more satisfaction from about twenty varieties than you will from sixty. Be sure not to cover any more ground than you can take care of and keep in the most perfect order all the season. It is best to sow only the choicest kinds, as it takes no more time to care for good flowers than it does a lot of rubbish.—*Illinois Teacher.*

By B. R. CUTLER.

Washington School, Chicago, Jan 11, 1870.

## 4. NECESSITY OF SCHOOL APPARATUS.

The blacksmith, the carpenter, the tailor, the mechanic of whatever calling, is not—so far as accomplishing anything is concerned—any better off for his knowledge, unless he has at the same time suitable tools to work with. And so it is in teaching; the teacher must have certain school-room apparatus, certain tools to work with, if he is to accomplish what is expected of him. Yet how seldom is it that he is provided with the proper instrumentalities for carrying on his work. He may, indeed, “understand all mysteries and all knowledge;” and yet, as a man understanding all these but without “charity,” is “nothing”—so the teacher understanding all these, but without suitable school-room apparatus, is “nothing,” or the next to nothing.

Time was when it was scarcely dreamed that the teacher required anything in the way of apparatus, as we now understand the term. He entered upon his duties without any resources whatever, except a few imperfect and now happily obsolete text-books and his own mental acquirements. The raw material of youthful intellect was given into his hands to be shaped into a form of beauty and excellence, and yet the teacher was expected to effect this without instrumentalities, without apparatus—to make bricks without straw! As well almost might the smith be required to forge a chain, or the carpenter build a house, without the proper implements to work with.

It was a long step in the right direction when blackboards were first introduced. It was such an innovation upon the ideas of the educational antediluvians, that in many localities it is not even yet recognized as a necessary adjunct to good teaching; and school-houses in which the blackboard is still wanting are not difficult to find. But the blackboard has been introduced as a general thing into our schools, and wherever there is a live teacher, it is considered a *sine qua non*—an essential to school-room success.

With the introduction of the blackboard has been inaugurated a new system of teaching. The competent, wideawake, conscientious teacher finds a constant use for the blackboard. Good use can be made of it in imparting instruction in every branch of common school study. Its uses are so many, and its advantages so manifest, that we cannot stop to discuss them.

Crowding close upon the introduction of the blackboard, came cards for teaching spelling and elementary reading. Close upon those, again, have come outline maps, charts, etc. The custom of providing these things, however, is still more honored in the breach than in the observance. In addition to these, globes, orreries, and so on, are found in many schools, though not in nearly so many as they should be found.

Teaching with apparatus—by means of tangible objects or representations—has come to be almost the sole practice. The smallest children are taken in the *Kinder-Garten* establishment, and taught to perform wonders with blocks, wands, scissors and paper. In schools a little more advanced objects are examined, analyzed, and explained; and in institutions of every grade the old-fashioned system of instruction—learning words without meaning—is passing rapidly away. The result is, that while the rising generation has less of that parrot-like knowledge of words which the old system produced, it has a more thorough, useful, and practical knowledge of things. “I love the young dogs of this age,” said old Dr. Johnson, on one occasion, “they have more wit and humor and knowledge of life than we had; but then,” added he, “the dogs are not so good scholars.” We think “the young dogs of this age” have, as we said above, a more thorough, useful, and practical knowledge of things, and are at the same time quite as “good scholars” as the children of the generations past. This is owing alone to our improved methods of instruction.

It is an important part of the duty of those who have charge of our schools to provide them with suitable apparatus. Houses and teachers are indispensable; but good apparatus is scarcely less so. Let our teachers have proper implements to work with—then we may reasonably expect work to be done.—*T. J. Chapman. Am. Ed. Monthly.*

## 5. WHAT IS A KINDERGARTEN?

*Kindergarten* means a garden of children, and Froebel, the inventor, or rather as he would prefer to express it, the discoverer of the method of Nature, meant to symbolize by the name, the spirit and plan of treatment. How does the gardener treat his plants? He studies their individual natures, and puts them into such circumstances of soil and atmosphere as enable them to grow, flower, and bring forth fruit; also to renew their manifestation year after year. He does not except to succeed unless he learns all their wants, and the circumstance in which these wants will be supplied, and all their possibilities of beauty and use, and the means of giv-

ing them opportunity to be perfected. On the other hand, while he knows that they must not be forced against their individual natures, he does not leave them to grow wild, but prunes redundancies, removes destructive worms and bugs from their leaves and stems, and weeds from their vicinity,—carefully watching to learn what peculiar insects affect what particular plants, and how the former can be destroyed without injuring the vitality of the latter. After all the most careful gardener can do, he knows that the form of the plant is predestined in the germ of seed, and that the inward tendency must concur with a multitude of influences, the most powerful and subtle of which is removed in places ninety-five millions miles away.

In the Kindergarten, children are taught on an analogous plan. It presupposes gardeners of the mind, who are quite aware that they have as little power to override the characteristic individuality of a child, or to predetermine this characteristic, as a gardener of plants to say that a lily shall be a rose. But notwithstanding this limitation on one side, and the necessity for concurrence of the spirit on the other,—which is more independent of our modification than the remote sun,—they must feel responsible, after all, for the perfection of the development, in so far as removing every impediment, preserving every condition, and pruning every redundancy.

This analogy of education to the gardener's art is so striking, both as regards what we can and what we cannot do, that Froebel has put every educator into a most suggestive normal school, by the very word which he has given to his seminary—*Kindergarten*.

If every school teacher in the land had a garden of flowers and fruits to cultivate, it could hardly fail that he would learn to be wise in his vocation. For suitable preparation, the first, second, and third thing is, to

“Come forth with the light of things,  
Let Nature be your teacher.”

—*Iowa School Journal.*

## IV. Biographical Sketches.

## 1. REV. DR. URQUHART.

The Rev. gentleman, was for many years Presbyterian Minister in Cornwall. He was not only well known in the eastern district, but also in many parts of the Province through his school at Cornwall, which he kept in a high state of efficiency for many years, and to which scholars from all parts of the country came, for at that day there were no Universities in Canada, and Dr. Urquhart's school well supplied the place of one. He was himself an eminent scholar, having been educated at Aberdeen, and afterwards taught in the High School at Edinburgh, and on arriving to this country he first opened a school at Montreal and subsequently in Cornwall. Such a man, an accomplished scholar and an active and persevering labourer in the pursuit of knowledge, was at that day particularly, a vast advantage in a new country, and Dr. Urquhart's accession to it was very highly valued, but by none more than by the boys who grew up under his care and learned as their judgments matured to appreciate the man, who, though in his school severe at times, was always impartial, and whose study and labour it was to fit them to adorn the stations they might severally be placed in, in life—stations which were ever from time to time made more pleasant to them from the kindly interest and solicitude their old and learned master never failed to take in them. Of high attainments, yet modest and retiring in his nature, a sincere and valued friend, an humble and devout Christian, after many years spent in one useful and labourious life—“doing good in his generation”—he was at last at a ripe old age gathered to his fathers. “The just shall rest in hope.”—*Globe.*

## 2. REV. DR. ROMANES.

The Rev. George Romanes, LL.D., one of the old familiar names associated with the past history of Kingston and Queen's University, died in London, England, on the 18th inst. Dr. Romanes was a native of Edinburgh, and was educated at its High School and University, in each of which he distinguished himself. He came to Canada in 1833, and was soon after ordained at Smith's Falls, where his ministrations were very popular. In 1846 he removed to Kingston, having been appointed Professor of Classical Literature in Queen's University, but he resigned his professorship in 1850 and returned with his family to Edinburgh, finally settling in London, where he occasionally officiated for the Rev. Dr. Cumming of whose church he was a member. The deceased was a profound scholar and his talents were characterized by variety as well as depth.

## 3. REV. W. McCLURE, M. A.,

Was the oldest Minister in the New Connexion Methodist Church of this Province. Mr. McClure was a native of Ireland, and began his ministerial career as pastor in the town of Lisbourne, and continued to labour in his native land for 17 years. About the year 1847 he emigrated to Canada, and became pastor of the Temperance street congregation of Toronto. He continued to fill important positions in the church with which he was connected up to the time of his death, and, among others, the theological professorship of that body. Mr. McClure was the most genial and courteous of men, and his truly Christian spirit must have deeply endeared him to his congregation. He took a very deep interest in the Temperance cause and other popular movements; and he acted for a number of years as senator of the Toronto University.

## 4. MR. ROLLO CAMPBELL.

Mr Rollo Campbell was one of the oldest printers and publishers in Canada. For many years he was connected with the *Montreal Pilot*, which he made an excellent journal. He was a native of Dunning, Perthshire, Scotland, and was at the time of his death 67 years of age. "For some time past," says the *Montreal Gazette*, "he has been out of business, and at the time of his death occupied a position in the Custom House."—*Hamilton Spectator*.

## 5. MR. THOMAS RENWICK.

At the age of 17 he was a School teacher in England, and, whilst quite a young man, Mr. Renwick came to the United States, shortly after the American War, in the year 1816, and remained there for a period of two years, when he removed to Canada, settling in the Township of Ronney, then almost unsettled. He was appointed a Magistrate in the year 1827; he represented the Township in the old District Council at Sandwich, was also a Township Councillor for a number of years and was Postmaster.

## 6. THEOPHILE HAMEL, ESQ.

Theophile Hamel, a clever Quebec artist, died in that city on the 23rd inst. Mr. Hamel studied for his profession in Italy, and had extensive practice as a portrait painter. Among the persons who have sat to him for their portraits were the late Earl of Elgin, Governor-General of Canada, the Speakers of the House of Assembly and Legislative Council of Canada, Jacques Cartier, and others. Mr. Hamel also sent to the great Paris Exhibition a "Madonna and Child," and a "Portrait of the Artist," which were highly spoken of by connoisseurs.

## 7. THOMAS BRASSEY, ESQ.

Mr. Brassey was born in 1805, at Boughton, in Cheshire, and was articled to a local land agent and surveyor. The first railway contract signed by Mr. Brassey was in 1836, when he took ten miles on the Grand Junction Line, between Birmingham and Liverpool, now incorporated with the London and North-Western Railway. The Penkrige Viaduct, on the same line, was his next great work, and at this date Mr. Brassey accompanied the late Mr. Locke, the eminent engineer, into the southern districts of England, where he executed large portions of the main South-Western line and many of its branches. From the south-west district of England, Mr. Brassey was naturally led by the same engineer to the Continent, where, in the early days of improved locomotion, he constructed a large portion of the Western of France and the Paris and Rouen railways, which in turn led to his contracting for important works in Canada (Grand Trunk,) Belgium, Holland, Denmark, Norway, Spain, Savoy, Italy and Austria, with all of which countries his name will ever be intimately associated. A fair idea of the magnitude of Mr. Brassey's operations may be gathered from the fact that in the thirteen years from 1848 to 1861 inclusive, he made either by himself or in association with others, 2,374 miles of railway, at a contract price of £27,998,224.

## 8. REV. ALBERT BARNES.

He was a native of Rome, New York, graduated at Hamilton College in 1820, and after a theological course at Princeton was settled over the Presbyterian church at Morristown, New Jersey, in 1825. Five years later he became pastor of the First Presbyterian Church in Philadelphia, and has remained in active service in that capacity for forty years. He has been a most successful commen-

tator on the Scriptures, and it is estimated that the eleven volumes of his "Notes on the New Testament" have had an aggregate circulation of above half a million copies. Mr. Barnes was an indefatigable worker. His published works, which are many, were mostly written in the early morning, long before daylight, and he paid the penalty of over work in the almost total deprivation of sight. Up to the hour of his death he was actively engaged in his work. He had preached twice on Sunday before, and while on a visit of condolence at the residence of a member of his congregation he suddenly threw back his head and died. He has left behind him a record of good work and of earnest industry that will not soon be forgotten.

## V. Miscellaneous.

## I. THE SNOW-BUNTING.

"Captain Lyon, in the narrative of his voyage to Wager River, in 1834, states, that on one occasion, while walking on shore, he crossed an Esquimaux burial-place—a pile of stones heaped on the body of a child. A Snow-bunting had found its way through the loose stones which composed the little tomb, and its now forsaken, neatly-built nest was found placed on the neck of the child."

Where the ice-fraught swell of the Arctic wave  
Sullenly beats on a foreign shore  
With a low monotonous hollow roar,  
Standeth a grave.

A few rough stones that were hastily piled  
By a savage hand in an uncouth heap,  
To curtain it in for its last long sleep,  
Over a child.

Beside them, the pangs of a mother's breast,  
And her yearnings through many a weary day,  
And bitter hot tears that have dried away,  
Hallow its rest;

And ever above its peaceful head,  
Through the solemn hush of the winter nights,  
The spirit-like forms of the Northern lights  
Purple and red,

With glancing spears, and with monarch's crown,  
Flame-colored, violet, many-shaped,  
Jewelled with stars, and cloudlet-draped,  
Press to look down,

As if in the little death-sealed face  
They saw a beauty death could not mar,  
Something akin that drew from afar  
Heaven's own grace:

Then scattering wide apace, they rise  
With silken rustle and flutter of wings  
And tenderly-solemn whisperings  
Into the skies.

And summer spreads o'er it the arctic moss,  
And the quadrupled sun ere his race be run  
Glows in the sign of the Son of Man,  
Like to a cross,

Till the saxifrage puts forth the tender bloom  
She had long been treasuring under the snow,  
And the buntings sing as they come and go  
Out of the tomb.

Only, it might be, the yester morn,  
The red-eyed, cavernous-mouthed white bear,  
Famine hunted from out his lair,  
Passed it in scorn;

But the buntings, weary with flight, and chill,  
Found out a door betwixt earth and stone,  
And, entering, saw the sleeper alone,  
Silent and still.

No leaves were there to cover him o'er,  
So, where the chin drooped down on the breast,  
With withered grasses they made their nest;  
That—and no more.

And the baby slumbered with fearless trust,  
And motherly love, and joy, and peace,  
Kept truest watch without let or cease,  
Over its dust.

And the grave grew joyous with chirp and song,  
And the beam that stole within for awhile  
Lit up the pallid lips with a smile,  
Flitting along.

So there they built their nest with their friend.  
That never more might the dreamer be  
Left without sign of company  
Unto the end.

J. J. P. in *New Dominion Monthly*.

### BROCKVILLE.—AN INTERESTING SPEECH.

On Sabbath the 23rd ultimo, October 1870, the 59th anniversary of the ministry of the Rev. William Smart, was held in the Presbyterian Church, Gananoque, with religious services.

In the course of the exercises the following address was delivered by Mr. Smart:—

"On this day fifty-nine years ago I preached my first sermon in the Court House of Elizabethtown (now Brockville.) On looking back on those fifty-nine years, I may well say in wonder and admiration, 'What has God wrought?'

In view of the loving kindness of God to myself and family, and the blessings he has so abundantly bestowed on the country at large, and the church in particular, I am desirous of calling on you to unite with me this day while I raise my Ebenezer to render praise and thanksgiving in the name of Jesus to the God of all our mercies.

Being a feeble and delicate young man of 22 years, and from a deep impression on my mind that my time would be short, and that old age would never be my inheritance, I labored in my Divine Master's cause with cheerfulness from Osnabruck to Gananoque, being at these two extremities once a month, preaching at different places between.

At that period of the country the roads (if roads they might be called) were bad, and the population scattered. Since that time everything is changed. The aspect of the country and its inhabitants, the condition of the people in a moral and religious, in a social and political point of view, all are wonderfully changed. 'A little one has become a thousand, and a small one a strong nation.'

On my arrival in Canada there were but three Presbyterian ministers in Lower Canada, and three in Upper Canada, myself making the fourth.

The war of 1812 greatly interrupted my labours; immediately on its conclusion I opened a correspondence with England, Scotland and Ireland, the result of which was the early arrival of the Revs. Messrs. Bell, of Perth; Buchanan, of Beckwith; Gamell, of Lanark; Boyd, of Prescott; Taylor and Henderson, of St. Andrews; Johnson, of Cornwall; Lyall, of Osnabruck, and others.

Their numbers have greatly increased. Besides our brethren in connection with the Church of Scotland, that form so goodly an army of the Lord of Hosts, our own church from so small a beginning, has swelled into a General Assembly formed last June, with all its means for the extending of the precious Gospel, not only to the settlers, but to the remotest parts of the country, and even to the distant parts of the continent, 'for, lo, the poor Indian,' in the far West hears the voice of our ministers, proclaiming the glad sound of salvation through the blood of the Lamb of God.

I might here mention that the first Sunday School, the first Missionary, Tract and Bible Societies in Canada, were formed in Brockville, as also the first division of the Sons of Temperance.

These were the days of small things, but the Great Head of the Church did not despise those, but has preserved and watched over the small and tender seed.

The Lord be praised, I see this seed fructifying in the grand schemes of our church, growing into mighty trees, shaking their precious fruit through the wide Dominion of Canada, and even in foreign lands.

In my early days, it was my ardent wish and constant prayer that God would spare me to see ministers of our church so increased in the country as to form a Presbytery. This, my wish, was gratified, and this prayer was heard and answered by the formation of the Presbytery of the Canadas in the year 1819.

My feeble frame was renovated by the climate of Canada, and with it a new desire and prayer. It was, that ministers might so increase as to form a Synod. This, too, was heard and gratified by the formation in my Church in Brockville, of the First Synod in Canada. The United Synod of Upper Canada.

Though by this time advanced in years, a still new desire was excited, accompanied, I hope, with fervent prayer. It was to be present at the first General Assembly of our Church.

I cannot tell you my emotion when I took my seat, as a delegate, in Knox's Church, Toronto, at the first meeting of the General Assembly of the Canada Presbyterian Church.—*Recorder*.

## VI. Educational Intelligence.

—VIRGINIA SCHOOLS.—The public school work of Virginia, under the superintendence of Mr. Ruffner, appointed some time since by the Legislature, is making encouraging progress. In more than one-fourth, perhaps in one-half, of the counties of the State, schools have been opened, or are on the point of opening, by means of private subscription. And a large portion of these schools have heretofore existed as private schools, which, by the concurrence of those concerned, have been adopted into the State system, and been made free for all. In many cases the teacher continues to receive pay from his patrons in addition to what he receives from the State. By this combination of private with public means, schools, in some counties, are likely to be so multiplied as to furnish a full supply for the wants of the people.

—DETROIT SCHOOLS.—From a very long and interesting report of the Schools of Detroit for 1870, we learn that according to the census of last year the population of that city was 79,601; the cash value of the property, real and personal, \$76,077,757, or very nearly \$1000 for every man, woman, and child in the city. The whole of the city taxes for the year amounted to \$710,660, and of this about 24 per cent was for school purposes. Of the population between twenty-five and twenty there were 26,641, and of these 11,252 were enrolled on the school registers. The average number of pupils throughout the year was 7,505. Average number of teachers 135. It is also stated that the introduction of colored children into the common schools has wrought so well that colored schools are being dropped, and the pupils drafted as fast as possible into the public schools, so that in a comparatively short time the last colored school in Detroit will have disappeared. We are very glad to hear that such is the fact. There are some places even in Canada that are not able to give such an account of their progress in this respect.—*Globe*.

—PENNSYLVANIA.—The thirty-seventh annual report of the Superintendent of Common Schools, shows a growth and strength in the system of public instruction that must be highly gratifying to all friends of popular education. From the report we gather the following statistics: Number of school districts, 2,002, being an increase for the year of 31; number of schools, 14,212, of which 2,892 are graded; number of teachers, 17,612, of whom 8,739 are female; number of pupils, 828,891; average number of pupils in attendance, 555,941; average length of school term, 6.06 months; average salaries of male teachers, per month, \$40.66; of female teachers, \$32.29; cost of tuition for the year, \$3,745,415.81; total expenditures, \$7,771,761.20, value of school property, \$15,837,183.00. Of the 11,913 school houses reported to exist, the number of frame is 7,487; of brick, 2,235; of stone, 1,536; of log, 391. The Bible is read in 11,016 schools. The average age of teachers is 24½ years. The number of private schools is 386; number of academies and seminaries, 215; number of pupils attending private institutions, 24,815, and number of teachers in such schools, 848. There are now five State Normal schools in operation. They had, during the past years, 66 professors and teachers; 2,675 students, of whom 670 were in the model schools. Four more Normal schools will probably be opened during this year. On questions of State school policy, the report advocates an increase in the State appropriation to Common schools, the establishment of Graded schools wherever it is practicable, the election of superintendents in all cities and large towns, an enlargement of the present means of professional instruction for teachers, competitive examinations in the selection of young men to fill the cadetships at the national schools of West Point and Annapolis, and the introduction of more general and more systematic moral instruction into schools of all grades. The superintendent supports his positions on all these questions with facts.

—FEMALE EDUCATION.—A Massachusetts lady has, by her will, left over \$300,000 for the establishment of a college for the higher education of young women, so as to afford privileges equal, in all respects,



to those enjoyed by young men. One-half the bequest may be invested in buildings and grounds, and the other half is to be invested as a permanent fund, the interest of which is to be used for paying the salaries of teachers, and procuring a library and apparatus. The testatrix, in her will, expresses the opinion that, by a higher and more thoroughly Christian education of young women, their wrongs will be redressed, their wages adjusted, their weight of influence in reforming the evils of society greatly increased, and that their power for good as teachers, as writers, as mothers, and as members of society, will be incalculably enlarged.

— COUNCIL OF PUBLIC INSTRUCTION.—The Lieutenant-Governor of Ontario has appointed the Rev. George P. Young, M.A., to be a member of the Council of Public Instruction, in place of Rev. Dr. Ormiston, who has resigned.

## VII. Departmental Notices.

### COMMITTEE ON EXAMINATIONS FOR PUBLIC SCHOOL TEACHERS' CERTIFICATES.

The Council of Public Instruction for Ontario, at a meeting held on 28th March, 1871, adopted the following minute:—

*Ordered,* That, as authorized by the twelfth Section of the School Act of 1871, the Reverend George Paxton Young, M.A., the Reverend J. G. D. Mackenzie, M.A., Inspector of High Schools, and James A. McLellan, Esq., M.A., be appointed a Committee to prepare papers for the examinations (to be held under the authority of the eleventh and twelfth Sections of said Act), of candidates for certificates as Public School Teachers; also to examine the answers of candidates for First Class Certificates, and to report the results of such examination to the Council.

### TEACHERS' CERTIFICATES AND COUNTY BOARDS.

The County Boards of Public Instruction, formerly existing, having by the Act of 1871, ceased to exist, any certificates expiring after 15th February (when the new School Act became law), may be renewed until the meeting of the new Boards of Examiners, by the present Local Superintendents, who continue in office until provision is made for the appointment of County Inspectors. No certificates of a permanent character can, however, be granted until the organization of the new Examining Boards—which will probably take place in July.

### COUNTY AND CITY SCHOOL INSPECTORS.

Attention is directed to the regulations in regard to the new School Inspectors, which will be found on page 18. Their temporary appointment in June is also suggested to County Councils in the Chief Superintendent's Circular to Wardens, which will be found on page 22.

### SCHOOL VACATIONS IN HIGH AND PUBLIC SCHOOLS.

Provision having been made by the Act of 1871, now in force, respecting the Summer vacations in the High and Public Schools, the prescribed vacations for this and the following years are as follows, viz.:—

*High School Vacations*—(a) From the Wednesday before to the Tuesday after Easter, inclusive.

(b) From the first of July to the fifteenth of August, inclusive.

(c) From the twenty-third of December to the sixth of January, inclusive.

The following are also to be kept as holidays:—The Queen's Birthday, and either every Saturday, or the afternoons of Wednesday and Saturday.

*Public School Vacations*—(a) From the fifteenth of July to the fifteenth of August, inclusive.

(b) From the twenty-fifth of December to the first of January, inclusive.

The following are also to be kept as holidays:—Good Friday, the Queen's Birthday, Dominion Day, and every Saturday. No lost time can be lawfully made up by teaching on any of these days, or during the vacations.

### HIGH SCHOOL STUDIES.

The provision to be made for a more extended course of study in the English Branches in the High Schools will shortly be settled by special regulations, under the authority of the 34th Section of the Act of 1871, and will come into effect after the summer vacation. Until such regulations are prepared, the courses of study remain precisely as before; and those pupils who desire to drop the classics at once can do so, as formerly authorized, by passing the examination for the non-classical course.

### UNION BOARDS.

The new School law does not affect in any way the High and Public School Boards, as at present constituted. It simply changes their designation, but does not interfere with their functions or union. Should the Trustees themselves desire to dissolve the union, they can do so under the Grammar School law of 1865.

### PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In the Depository Catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

### PREPAYMENT OF POSTAGE ON BOOKS.

According to the postage law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local superintendents and teachers ordering books from the Education Department, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the customs duty on copyright books, as may be necessary.

## Advertisements.

### INSPECTOR OF HIGH SCHOOLS.

THE Council of Public Instruction for Ontario, being desirous of appointing an additional INSPECTOR OF HIGH SCHOOLS, will consider any applications, accompanied by testimonials, that may be sent in before the first day of May, 1871. The salary attached to the office is \$2,000 per annum, which includes travelling expenses.

Communications to be addressed to the CHIEF SUPERINTENDENT OF EDUCATION, TORONTO.

*Education Office, Toronto,  
29th March, 1871.*

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