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## I. Proceedings of the Education Department.

### APPORTIONMENT OF GRANT TO THE HIGH SCHOOLS.

From a communication addressed to the Minister of Education, a misapprehension appears to exist in regard to the principles on which the sum of \$10,000 is annually distributed to the High Schools on the recommendation of the Inspectors. These principles are fully explained in the regulation instituting the present system of payment by results. The regulation is as follows:—

#### III. A part on the results of inspection.

The sum of say ten thousand dollars will be distributed amongst the schools, according to their efficiency as determined by the report of the Inspectors. In classifying the schools with a view to the distribution of the part of the grant which it is proposed to apportion on the results of the inspection, account will be taken of the following:

- (a) School accommodation, condition of school premises, general educational appliances (maps, apparatus, &c).
- (b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, etc.
- (c) Character of the work done between the two limits mentioned below; so that any school which, owing to the operation of special causes, may prepare but few pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work they may do below this higher limit.
- (d) The quantity and quality of the work which may be done beyond the higher limit, i.e., by those pupils who shall continue their studies in the higher course prescribed for those who pass the Intermediate Examination.
- (e) Government, Discipline, General Morale.

### REGULATIONS RESPECTING CERTIFICATES OF QUALIFICATION TO TEACHERS IN THE PUBLIC SCHOOLS, AND THE CONDITIONS UNDER WHICH THEY ARE TO BE GRANTED.

Approved by the Lieutenant-Governor in Council, and to come into force on and after the 18th August, 1877.

#### I.—THIRD-CLASS CERTIFICATES.

I. The conditions upon which County Boards are authorized to grant Third-class certificates are as follows:

1. In order to be qualified to receive a Third-class certificate

the candidate must be, if a male, eighteen years of age; if a female, seventeen.

2. The candidate must have passed the prescribed examination in literary and scientific subjects.

3. Any person who shall pass the Intermediate examination, or the prescribed examination in literature and science for Second or First-class certificates, shall be deemed to have passed the examination in literature and science prescribed for Third-class certificates.

4. He must subsequently have attended, for one session, at a County Model School, and must have obtained from the headmaster of such school, and from any examiners whom the Minister may appoint, a certificate of his fitness to teach.

5. He must produce evidence that he is of good moral character.

II. The duration and renewals of Third-class certificates are governed by the following provisions:—

1. A Third-class certificate shall be valid only in the County where given, and for three years only.

2. No candidate shall be permitted to enter a second time for a Third-class certificate, except by special permission of the Minister, on the recommendation of the County Inspector.

3. As cases may arise where Third-class Teachers are unable to qualify themselves for passing the examination prescribed for Second-class certificates; and as, nevertheless, it is desirable, in some such cases, that the teachers who are in this position should not be excluded from the profession; the Minister may, on the recommendation of the County Inspector, allow a Third-class Teacher, of experience and proved ability as a teacher, to teach permanently, or for any specified length of time on a Third-class certificate within the county for which the certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule.

#### II.—SECOND-CLASS CERTIFICATES.

I. The conditions upon which Second-class certificates are authorized to be granted by the Department, or in the case of Normal School students by the Minister, are as follows:

1. In order to be qualified to receive a Second-class certificate, the candidate must have passed the examination in literature and science prescribed for Second-class certificates.

2. In the event of the Intermediate examination being so modified as to be, in the judgment of the Minister, a full equivalent for the examination in literature and science for Second-class certificates, any candidate passing the Intermediate shall be held to have passed the examination in literature and science for Second-class certificates, Grade B. Any candidate passing the prescribed examination in literature and science for First-class certificates shall be held to have passed the examination in literature and science for Second-class certificates.

3. He must have taught, successfully, for at least one year, in a Public or Separate School in the Province of Ontario, and

must have attended, for one session, in a Provincial Normal School, and must have obtained from the Principal of such school, and from any examiners whom the Minister may appoint, a certificate of his fitness to teach on a Second-class certificate.

4. He must produce evidence that he is of good moral character.

### III. FIRST-CLASS CERTIFICATES.

1. The conditions upon which First-class certificates are authorized to be granted by the Department, or (in the case of Normal School students) by the Minister, are as follows:—

1. In order to be qualified to receive a First-class certificate the candidate must have passed the prescribed examination in literary and scientific subjects.

2. He must also have attended for one year at a Provincial Normal School, after obtaining a Second-class certificate, and have received from the Principal of such school, and from such Examiners as the Minister may appoint, a certificate of his fitness to teach on a First-class certificate, or he must have taught successfully for two years on a Second-class certificate, and have passed such examination as the Minister may prescribe, to test his fitness to teach on a First-class certificate.

3. He must produce evidence that he is of good moral character.

### IV. GENERAL.

1. The examinations in literature and science prescribed for First and Second-class certificates respectively, may be passed at any time; but no certificate of any class will be granted till all the conditions above indicated have been satisfied.

## REGULATIONS RESPECTING THE EXAMINATION OF PUBLIC SCHOOL TEACHERS.

*Approved by the Lieutenant-Governor in Council, and to come into force on and after the 18th August, 1877.*

### I.—NON-PROFESSIONAL EXAMINATION.

By the Non-Professional Examination of Public School Teachers is meant the examination which candidates for the several classes of Certificates must pass in Literature and Science, according to the scheme hereinafter laid down; which examination must be passed, in the case of candidates for Third-class certificates, before they are admitted to the County Model Schools, and, in the case of candidates for Second-class certificates, before they are admitted to the Normal School in Toronto.

#### A.—TIME AND PLACE OF EXAMINATION.

1. The examinations of all candidates for First and Third-class certificates shall be held in the month of July, in each year, on the days appointed by the Minister.

2. The examinations of candidates for Second-class certificates shall be held twice a year, on the days and concurrently with the Intermediate Examinations in July and December.

3. Candidates for First-class certificates shall be examined at Toronto and Ottawa; candidates for Second and Third-class Certificates, at the County Towns. If there is no County Town in any Inspectoral Division in which an examination is held, the candidates shall be examined at such place as may be appointed by the Inspector.

4. Candidates for First-class certificates, and pupils of the Normal Schools shall be examined at the Normal Schools; the examinations of all other candidates shall be held in such building or buildings as may in each case be appointed by the Inspector.

5. The Inspector shall give at least three weeks' public notice of the time and place of each examination, in such manner as he shall deem expedient.

#### B.—NOTICE TO BE GIVEN BY INTENDING CANDIDATES—TESTIMONIALS—IDENTIFICATION.

1. Every person who proposes to present himself at any examination, shall send in to the presiding Inspector not later than the 1st of June, and in the case of Second-class Certificates the 10th of November, preceding each examination a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the testimonials required by the regulations.

2. Each candidate shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination. Instances of personation of candidates having occurred, the examiners are expected to use all necessary vigilance in this respect.

3. Any person detected in attempting to personate a candidate is to be reported to the Department, and he will thereupon be deprived of his certificate and standing as a teacher.

#### C.—MODE OF CONDUCTING EXAMINATIONS.

1. Every Presiding Inspector shall send to the Education Department, one month before the time of the examination, a list of the names of those who intend to present themselves for Second-class certificates. To each name so sent the Department will affix a *number*, which must be employed by the candidate instead of his usual signature throughout the entire examination.

2. Candidates for First-class certificates shall notify the Department, at least five weeks before the examination, as to the place at which they intend to present themselves for examination, and shall at the same time forward the testimonials required by the regulations.

3. The Department will provide envelopes of convenient dimensions, to be sent out with the First and Second-class examination papers—one envelope with each paper.

4. The County Public School Inspector shall preside, and be responsible for the proper conduct of the examinations, and for the safe-keeping, unopened, of the examination papers until the time of examination; but in case of any inability to attend, he shall send to the Education Department, for the approval of the Minister or Deputy, one month before the examination, the name of the person whom he intends to appoint his substitute at those examinations at which he himself cannot preside, otherwise the Department will make the appointment.

5. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

6. The presiding Inspector shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and the other examiners (but such declaration shall not be required more than once from any examiner):—

"I solemnly declare that I will perform my duty of examiner without fear, favour, affection or partiality towards any candidate."

7. The presiding Examiner shall subject the candidates for Third-class certificates to *viva voce* examinations in Reading, of the result of which a record shall be made and reported to the Department.

#### D.—DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places shall be allotted to the candidates for Second-class certificates, so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room. Candidates for Third-class certificates must be placed sufficiently far apart to prevent copying.

2. All these arrangements shall be completed, and the necessary stationery shall be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

3. No candidate shall be allowed to leave the room within

one hour after the issue of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination in the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner shall, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. The Inspector shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates. (1) He shall, if desirable, appoint one or more of his co-examiners to preside at the examination in any of the subjects named in the programme. (2) If Intermediate and Second-class candidates are being examined together, the following rule applies:—No Trustee, Master, or Teacher of the school concerned can be appointed to preside, and no Master or Teacher of the school shall be present during the examination, in the room with the candidates.

6. Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, those for First and Second-class being duly fastened in the envelopes.

7. The Inspector, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of each candidate for a Second-class certificate, and on the same day shall forward by express (prepaid), to the Education Office the package containing all the parcels thus separately secured, together with all certificates of character, ability, and experience in teaching, which such candidate may have presented to the board, and the schedule in the form provided. The Inspector shall, at the same time, sign and forward a solemn declaration (according to a form provided by the Department), that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also, with the papers of each candidate, a certificate to the Department, that he has been satisfied as to the personal identity of such Candidate, upon proper grounds.

8. In the case of Candidates for Third-class certificates, he shall see that the written answers are without delay read and reported on by the County Board, and he shall thereupon see that these answers, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted by express (prepaid) to the Education Department.

9. When two or more rooms are occupied by Candidates for Second-class certificates, the examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

10. In examining the answers of Third-class candidates, two examiners at least should look over and report on each paper.

11. The Central Committee of Examiners shall assign numerical values to each question, or part of a question, on the examination papers for Third-class certificates, according to their judgment of its relative importance. The Local Examiners shall give marks for the answers, according to the value assigned to each question and the completeness and accuracy of the answer.

12. In order to obtain a Third-class certificate, the marks must not be less than one-half of the aggregate value of all the papers for certificates of that rank.

13. Should any candidate be detected in copying from another, or allowing another to copy from him, or in taking into the room any books, notes, or anything from which he might derive assistance in the examination, or in talking or whispering it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case, if that of a Third-class candidate, at a general

meeting of the examiners, who shall reject the candidate if they deem the evidence conclusive. If the case be that of a First or Second-class candidate, it shall be reported to the Department.

14. The Inspector shall furnish to the Education Department, full returns and all necessary information in matters relating to the results of the examinations. Any points relative to the examination for Third-class certificates, on which a majority of the examiners do not agree, shall be referred to the Education Department for decision.

#### D.—RULES TO BE OBSERVED BY CANDIDATES.

1. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate shall obey it immediately.

2. Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made, that such aid or assistance has been given or received.

3. Candidates shall observe the regulation respecting copying, &c., given above.

4. Every candidate for a First or Second-class certificate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for every page not bearing his number he is liable to receive no credit from the Examiners.

5. If a candidate for a First or Second-class certificate write his name or initials, or any distinguishing sign or mark on his paper other than the number assigned him by the Department, his paper will be cancelled.

6. Candidates for First or Second-class certificates in preparing their answers, shall write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written the distinguishing NUMBER on each page, and having arranged the answer papers in the order of the questions, they shall fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They shall then securely fasten the envelopes and hand them to the presiding Examiner.

7. Candidates for Third-class certificates in preparing their answers, shall write on one side only of each sheet, and having arranged their papers in the order of the questions, shall fold them once across and write on the outside sheet their names, the name of the examining County Board, the date and the subject of the paper. After the papers are handed in, the Examiners shall not allow any alterations thereof, and the presiding Inspector shall be responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus examination papers, to the Education Department.

#### F.—CANDIDATES FROM THE NORMAL SCHOOLS.

1. Such of the foregoing Regulations respecting the examination of candidates generally as are applicable, shall also govern the examination of candidates from the Normal Schools; and the Principals thereof, respectively, shall send to the Education Department, one month before such examination, a list of the names of the intending candidates for First and Second-class certificates, respectively. The Department will affix a number to each name so sent, and this number shall be signed by the candidate, in lieu of his name, to each one of his papers of answers to the questions.

2. The duties of Presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

3. During the examination and previous week of preparation

all the Rules and Regulations of the Normal School shall remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

4. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the candidates; and at all other times and occasions during each day of the examination, the Principal's authority shall have full force and effect.

#### G.—APPEAL TO THE DEPARTMENT.

Any Candidate for a Third-class certificate shall have the right to appeal to the Education Department against the decision of the Local Board of Examiners. Every such appeal shall be made in writing to the Department within two weeks from the time when the decision is known to the appellants. The appeal shall specify the particular objections.

#### H.—SUBJECTS OF EXAMINATION.

##### 1. For Third-Class Certificates.

###### English Language and Literature.

*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-book.

*Etymology.*—To know the prefixes and affixes and principal roots.

*Grammar and Composition.*—Grammatical forms and Definitions. Analysis and parsing of prose and easy verse. Changing the construction of sentences. Short narratives or descriptions. Rendering of Poetry into Prose. Familiar and Business letters.

N.B.—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. The County Councils, within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language.

*English Literature.*—To be able to answer easy questions on works or portions of works to be prescribed from time to time.

###### History and Geography.

*History.*—The leading events of English and Canadian History.

*Geography.*—The maps of the continents, Canada, Ontario, Great Britain and Ireland, and the principal dependencies of the Empire. Map drawing. Rudiments of physical, mathematical and political Geography.

###### Mathematics.

*Arithmetic.*—Simple and Compound rules. Reduction. Vulgar and Decimal Fractions. Proportion. Interest, Discount, Stocks, Exchange. Square Root.

*Algebra.*—The elementary rules and easy simple equations.

*Euclid.*—Definitions, Postulates and Axioms. Book I.

###### Writing.

To be able to write legibly and neatly.

##### 2. For Second-Class Certificates.

###### English Language and Literature.

*Spelling.*—To be able to write correctly a passage dictated from any English author, and to spell all non-technical English words.

*Etymology.*—To know the prefixes, affixes, and principal Latin and Greek roots. To be able to analyze etymological words selected from reading-books.

*Grammar.*—To be thoroughly acquainted with the definitions

and Grammatical forms and rules of Syntax, and be able to analyze and parse, with application of said rules, any sentence in prose or verse.

N. B.—In the case of teachers in French or German settlements, the Intermediate papers in French or German respectively may be substituted for the paper in English Grammar, and the certificates to the teachers expressly limited accordingly.

*Composition.*—The framing of sentences. Familiar and business letters. Rendering of Poetry and Prose themes.

*English Literature.*—Critical reading of works or portions of works to be presented from time to time by the Department.

###### History and Geography.

*History.*—To have a good knowledge of general English and Canadian History. Outlines of general European History.

*Geography.*—To have a fair knowledge of political, physical, and mathematical Geography. Map geography generally; Canada and the British Empire more particularly.

###### Mathematics.

*Arithmetic and Mensuration.*—To be thoroughly familiar with Arithmetic in theory and practice, and to be able to work problems in the various rules. Areas of rectilinear figures, and volumes of right parallelipeds and prisms. The circle, sphere, cylinder and cone.

*Algebra.*—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities; Easy Quadratics.

###### Natural Philosophy and Chemistry.

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

*Natural Philosophy.*—To be acquainted with the properties of matter and with the elementary principles of Statics, Hydrostatics, and Pneumatics.

*Chemistry.*—Combustion. The structure and properties of flame. Nature and composition of ordinary fuel.—The atmosphere. Its constitution. Effects of animal and vegetable life on its composition.—Water. Chemical peculiarities of Natural waters, such as Rain-water, River-water, Spring-water, Sea-water.—Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and the more important compounds.—Combining proportions by weight and by volume. Symbols and Nomenclature.

###### Miscellaneous.

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

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

##### 3. For First-Class Certificates.

###### English Language and Literature.

*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, and to spell all non-technical English words.

*Etymology.*—The same as for Second-class certificates.

*Grammar.*—To be thoroughly acquainted with the subject.

*Composition.*—The same as for Second-class certificates.

*English Literature.*—To have a general acquaintance with English Literature and its history, and a fuller knowledge of special eras and authors to be from time to time presented by the Department.

###### History and Geography.

*History.*—A special knowledge of certain periods, to be presented from time to time by the Department.

*Geography.*—Modern Geography. Ancient Geography, as far as is necessary for understanding the History of Greece and Rome. A special knowledge of the Geography of the British Empire.

## Mathematics.

*Arithmetic and Mensuration.*—To know the subject in theory and practice. To be able to solve problems with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic. To be familiar with rules for Mensuration of Surfaces and Solids.

*Algebra.*—The same as for Second-class certificates, with Quadratic Equations, Proportion, Progressions, Permutations and Combinations, and the Binomial Theorem.

*Euclid.*—Books I, II, III, IV. Definitions of V, and Book VI, with exercises.

NOTE.—For female teachers, the first three Books only of Euclid are required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male teachers.

*Natural Philosophy and Physical Science.*—The properties of Matter. The Elementary principles of Statics, Hydrostatics, Pneumatics and Dynamics. A good general acquaintance with the subjects of Heat, Light and Electricity.

## Physical Science.

*Chemistry.*—The chief Physical and Chemical Characters, the Preparation, and the Characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution, Effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.

*Botany.*—Applications of Chemistry to Agriculture, an Introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.

*Physiology.*—General view of the Structure and Functions of the Human Body; the Vascular System of the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing and Sight; the Nervous System.

## Miscellaneous.

*Book-keeping.*—The same as for Second-class certificates.

## II.—PROFESSIONAL EXAMINATION.

## A.—COUNTY MODEL SCHOOLS.

1. A candidate for a Third-class certificate, shall, at the close of his session of attendance at a County Model School, be examined in the work of the session, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this, which may be called his professional examination, the candidate must receive a certificate from the Head Master of the Model School that he has, throughout the session, paid satisfactory attention to his duties, and that he is, in the opinion of the Head Master, a fit person to be allowed to go up to the examination.

3. The professional examinations in the County Model Schools shall be held on such days as the Minister may appoint, and shall be conducted by the several County Boards.

4. They shall be partly oral and partly in writing, according to a scheme to be prepared by the Central Committee, and to be approved by the Minister.

## B.—NORMAL SCHOOLS.

## Candidates for Second-class Certificates.

1. A candidate for a Second-class certificate shall, at the close of his session of attendance at the Normal School, be examined in the work of the session, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this, which may be called his professional examination, the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the session, paid satisfactory attention to his duties, and that he is, in the opinion of the Principal, a fit person to be allowed to go up to the examination.

3. The professional examinations of the Normal School students shall be partly oral and partly in writing; they shall be held at the several Normal School seats, on such days as the Minister may appoint, and shall be conducted by the Central Committee.

## Candidates for First-class Certificates.

1. A candidate for a First-class certificate, being a student of the Normal School, shall, at the close of his session of attendance at the Normal School, be examined in the work of the session, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this examination, the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the session, paid satisfactory attention to his duties, and that he is, in the opinion of the principal, a fit person to be allowed to go up to the examination.

3. The examinations shall be partly oral and partly in writing; they shall be held at the several Normal School seats on such days as the Minister may appoint, and shall be conducted by the Central Committee.

4. Candidates for First-class certificates who are not Normal School students, shall undergo their professional as well as their non-professional examination at one of the Normal School seats, at the same time and on the same papers with those candidates for First-class certificates who are Normal School students.

## REGULATIONS AS TO THE TRAINING OF FIRST-CLASS TEACHERS IN THE NORMAL SCHOOLS.

Approved by the Lieutenant Governor in Council, 22nd June, 1877.

I. *Sessions.*—During the academic year of the Normal School, there shall be one Session for the literary, scientific, and professional training of candidates for First-class certificates. It shall begin about the 15th September, and end about the 30th of June.

II. *Requisites for admission.*—Only such students shall be admitted to the Normal School, as are Candidates for Second or First Class Certificates.

2. Candidates for First Class Certificates must, in order to be admitted to a Normal School, be holders of Second Class Provincial Certificates.

III. *Subjects of Study.*—1. The professional training of candidates for First Class certificates shall be carried on concurrently with their instruction in literary and scientific subjects.

2. In addition to the examination in the literary and scientific subjects prescribed for First-class Teachers, the Central Committee shall examine candidates, either orally or in writing, or in such other manner as may be suited to the nature of the subject, in

Education,  
School Law,  
Reading and Elocution,  
Practical Chemistry,  
Practical Botany,  
Music and Drawing,

Drill (Males only),  
Calisthenics.

IV. *Method of Instruction.*—The subjects above mentioned shall be taught in accordance with the following instructions :—

*Education.*—1. A course of lectures shall, as soon as the necessary arrangements can be made, be delivered by some person versed in psychology, on those laws of mind which lie at the foundation of the science of education.

2. The Principal, or any Master to whom he may delegate this duty, shall give a few lectures on the history of educational effort, and shall discuss the value of the different methods which may be employed in developing the child's nature, in imparting instruction, and in securing good order. He shall likewise deal with the subject of school organization. The Masters shall discuss the various methods which are practised in the subjects which they respectively teach. Numerous opportunities shall be afforded the Teachers-in-training to witness and to practise teaching, and the Masters shall do what they can to improve each individual student by giving advice, and by discussions of the merits or defects of teaching which the class have witnessed.

*School Law.*—A compendium of School Law will be prepared under directions of the Minister, which will comprise the Revised Statutes respecting the Education Department, the Public Schools, and the High Schools and Collegiate Institutes; also the General Regulations of the Department with explanatory notes. Allotted portions of this compendium from time to time shall be assigned, and lectures thereon given.

*Reading and Elocution.*—A course of lessons in this subject, will be given by some person specially qualified to teach it.

*Music.*—A course of instruction in vocal music will be given.

*Drawing.*—A course of instruction in free-hand and perspective will be given.

*Practical Chemistry.*—The students will be required to go through a course similar to that in Roscoe's Chemistry Primer.

*Practical Botany.*—The students will be required to obtain a rudimentary knowledge of vegetable histology by using the microscope.

*Drill.*—The male students will be required to be able to drill a company.

*Calisthenics.*—Practice in this subject should be continued.

V.—It shall be the duty of the Principal at the close of each Normal School year, to report to the Chairman of the Central Committee on the fitness of each candidate for a First-class certificate, and this report shall embrace a statement from each of the regular and special Masters as to the use the student has made of his time. The Central Committee shall, upon a conjunct view of the Principal's report, and of the results of the various examinations, decide to whom certificates should be awarded.

VI.—*Time Table and Detailed Programme.*—It shall be the duty of the Principal of the Normal School to prepare a Time Table and Programme in detail of the course of Study in each subject, which shall be submitted to the Minister for his approval before the commencement of the Session.

ADAM CROOKS,  
*Minister of Education.*

Education Department (Ontario),  
Toronto, 11th June, 1877.

REGULATIONS AS TO THE TRAINING OF SECOND  
CLASS TEACHERS IN THE NORMAL SCHOOLS.

Approved by the Lieutenant-Governor in Council, 22nd June,  
1877.

I. *Sessions.*—During the Academic year of the Normal School, there shall be three sessions for the training of Second-class teachers. The first shall begin about the 15th of September, and end about the 15th of December; the second shall begin about the 5th of January, and end about the 30th of March; the third shall begin about the 5th of April, and end about the 30th of June.

II. *Requisites for Admission.*—1. Only such students shall be admitted to the Normal School, as are candidates for Second or for First Class Certificates.

2. Candidates for Second Class Certificates, in order to be admitted to a Normal School, must have passed the examination in literature and science prescribed for such Certificates, or such other examination as the Minister may judge to be an equivalent therefor, and they must have taught successfully on a Teacher's Certificate for at least one year in one of the Provincial Schools of Ontario; but candidates for Second Class Certificates, who are at present in attendance at a Normal School, but who may fail to obtain Second Class Certificates at the examination in July of the present year, may be permitted by the Minister to attend the Session of the Normal School, commencing in the month of September of the present year, as Candidates for Second Class Certificates, it being understood that any such Candidate, before obtaining a Second Class Certificate, shall pass not only the professional examination at the close of the Normal School Session, but also the prescribed examination in non-professional subjects.

III. *Number of Students.*—The number of Teachers in training in any session at a Normal School, shall not exceed 60; the selection of those who are to attend at the several Normal Schools to be made by the Minister, who will give preference to such candidates as have stood highest at the non-professional examinations.

IV. *Subjects of Study.*—The subjects of study in each of the sessions shall be

Education,  
Reading and Elocution,  
Mental Arithmetic,  
Practical Chemistry,  
Music and drawing,  
Hygiene,  
Domestic Economy (for females),  
Drill (for males),  
Calisthenics.

V. *Method of Instruction.*—1. Lectures on School organization and government, and on the theory of Education shall be delivered by the Principal or by any one of the Masters to whom he may delegate this duty.

2. The application of the principles of the theory of Education to each subject of the Public School course, shall be made by the Master in charge of that subject, and he shall practically illustrate his method in each case by actually teaching classes, not only of his own pupils in the Normal Schools, but also of children selected from the Model Schools.

3. The Teachers in training shall have numerous opportunities afforded them for observing, under the direction of their Masters, the actual operation of the Model School, and also, as far as possible, of the City Schools.

4. Frequent opportunities shall also be afforded them for practising teaching, but no student shall be required to teach any subject until he has seen a class on that subject handled by a competent Teacher.

5. The students in training shall be required to take notes of the teaching they witness, and part of their exercises shall consist of discussions of the subjects of these notes, under the guidance of one of the Masters of the Normal School.

6. Reading and Elocution, Music, Drawing, Domestic Economy, Drill and Calisthenics will be taught by persons specially qualified to undertake them; Mental Arithmetic, Practical Chemistry and Hygiene, by the regular Normal School Masters. The instruction in Music shall include both teaching of notation and practice in vocal music. While it is not expected that all the Teachers-in-training can be taught to sing accurately, it is believed that every one who attempts to sing, will improve his voice for reading and speaking. Accordingly, no one will be exempted from vocal music. The instruction given in Drill, Calisthenics, and Domestic Economy, shall be sufficient to enable the Teachers-in-training to carry out the Public School Programmes in these subjects. The Drill Instructor shall see

to it that every Teacher-in-training, besides learning his drill, shall have practice in drilling others. Every Teacher-in-training shall be required to perform a short series of chemical experiments.

VI. *Closing Examinations.*—At the close of each session the Principal shall prepare and forward to the Central Committee a detailed report on the capacity of each Teacher-in-training, which shall likewise embody a statement from each regular and special master as to the use the Teacher has made of his time. The Central Committee shall at the same time test the proficiency of the teachers-in-training by such oral, written, or other examinations as may suit the nature of the subjects of this course, and shall, upon a conjunct view of the Principal's reports and the results of these examinations, determine to whom certificates should be granted.

VII. *Substitutes for Teachers attending the Normal School.*—In order that the positions as Teachers, which may be held by candidates for Second-class certificates who may have passed the literary and scientific examination prescribed therefor, may be kept open for them until they have completed a course at the Normal School, Public School Inspectors are empowered to authorize any competent persons to act as substitutes. But no such substitute shall be licensed to teach for more than three months; and should any person who has once acted as a substitute desire to act again in the same capacity, a new license will be requisite.

VIII. *Payment of the Expenses of Students.*—At the close of each session, the Minister of Education will, upon the receipt of the report of the Central Committee, pay to every successful candidate for a Second-class certificate his actual expenses incurred in travelling from his residence to the Normal School and back again, and the sum of two dollars per week towards reimbursing him for his expenses while in attendance at the Normal School. Teachers-in-training who desire, in the event of success, to obtain this allowance, must, at the close of the session, before leaving the Normal School, fill up and hand to the Principal an application, according to the form provided by the Department.

IX. *Time Table and Detailed Programme.*—It shall be the duty of the Principal of the Normal School to prepare a Time Table and Programme in detail, of the course of study in each subject, which shall be submitted to the Minister for his approval before the commencement of the Session.

NOTE.—In the event of arrangements being made for the delivery of a course of Lectures to First-class Teachers on the Psychological principles underlying the methods of education, candidates for Second-class certificates attending a Normal School during any Session when such lectures may be delivered, shall attend the course, and be examined thereon.

ADAM CROOKS,  
*Minister of Education.*

Education Department (Ontario),  
Toronto, June 11th, 1877.

## REGULATIONS AS TO COUNTY MODEL SCHOOLS

*Approved by the Lieutenant-Governor in Council, 22nd June 1877.*

### I.—CONDITIONS.

1. A Model School for each County (if necessary), shall be established in the respective County Towns, and in Counties forming part of Unions in the place selected by the Minister. Where there are special grounds, more than one Model School for a County may be established, and in cases where the County Town cannot furnish the requisite educational facilities, the Model School may be placed where such exist.

2. No School shall be made a County Model School unless the following requisites are complied with :

(1.) The Head Master must hold a First-Class Provincial

Certificate ; and there must be two Assistants, each holding a Provincial Certificate.

(2.) In the case of Union Schools, the Public School classes must be conducted in a separate building from those of the High School, and in practical independence of them ; and the preceding regulation as to the certificates to be held by the Teachers, will be understood to have reference to the Teachers in the Public School department of the Union School.

(3.) The School must contain one room for each division, with one additional room.

(4.) It must be provided with such educational appliances as the Minister may require.

3. Temporary arrangements may be made for the performance of the duties of County Model Schools, in the following cases :

(1.) As there are counties in which it may be impossible to find any Public School at present fulfilling the conditions that should be satisfied by the County Model Schools, the Minister may nominate any schools which he thinks fit, to perform temporarily the duties of County Model Schools.

(2.) The schools so nominated shall not, in virtue of such nomination, be, or be called, County Model Schools.

(3.) But as soon as any school so nominated, or any other school, shall comply with the requisite conditions, it may be appointed a County Model School.

4. The schools mentioned in Schedule A, annexed, are nominated temporarily for the performance of the duties of County Model Schools, from the 27th of August till the close of the present year, during which period it is expected that such schools will place themselves in a position to fulfil the above requisites, and obtain their respective grants from the County Councils, in order that they may be definitely recognised by the Department at the beginning of the year 1878. The circumstances under which any of such schools may then be unable to comply with the required conditions, will be considered by the Department, with the view of, on proper grounds, continuing for a further period the temporary use of such school as a County Model School.

For the present year the first County Model School term shall begin on the 27th day of August, and end on the 19th day of October ; the second shall begin on the 24th day of October, and end on the 19th day of December.

### II.—REGULATIONS, INSTRUCTIONS, AND RECOMMENDATIONS FOR THE CONDUCT OF COUNTY MODEL SCHOOLS.

1. The teachers-in-training shall employ their time during the Session of the Model School according to a time-table, to be drawn up by the Principal. In this time-table provision shall be made, not only for formal instruction in Education and other subjects during at least two hours per diem, but also for the employment of the teachers-in-training for at least three additional hours daily in observing and practising Teaching. About one hour per diem should be devoted to giving instruction in school organization, government and methods of teaching, and it is prescribed that this shall be done either before or after school hours. It is recommended that about thirteen hours per term be devoted to teaching Reading and Elocution, about the same time to Mental Arithmetic, about five hours to school Law and regulations, and about four to school Hygiene. The time-table shall be submitted to and approved by the Public School Inspector, and a copy of that drawn up for the first session shall be transmitted to the Department, before the session is half over.

2. *Education.*—During about three hours in every school day the teachers-in-training shall be occupied in observing the methods of teaching employed in the Model School, or in other schools, if there are any conveniently situated for the purpose, and in making notes thereon, or in actual teaching. They shall not, however, be required to teach a class in any subject until the proper method of dealing with that subject has been explained, and a class taught by some experienced teacher in illustration of the explanations. The hour which is to be de-



voted daily to the subject of education by the Principal, may be occupied either with lectures or criticisms on the notes made, or on the teaching done by the teachers-in-training, or with examinations to test their progress. It is expected that the Principal will see to it that every intending teacher placed under his charge becomes acquainted with one good method of teaching each subject from the beginning of the programme to the end of the fourth class. As, moreover, it is exceedingly important that they should thoroughly understand how to begin teaching each subject, the time table and the course of instruction should be so arranged that they may have ample opportunities for acquiring a theoretical and practical knowledge of the best methods of instructing junior classes.

3. *Reading and Elocution.*—As many candidates for certificates pronounce and read very badly, considerable attention should be paid to these subjects in the Model Schools. Though the Principal cannot be expected to effect a very great improvement in the candidates, during the short time at his disposal, it is hoped that he may do good by giving valuable hints, by directing attention to defects, and by instilling correct fundamental notions on elocution.

4. *Mental Arithmetic.*—It is likewise considered advisable that the teachers-in-training should have some practice in this subject, on account of its value as a preparation for teaching arithmetic.

5. *The School Law and Regulations.*—A few lectures should be given on those parts of the School Law and Regulations which relate to the duties of teachers. Attention should be particularly directed to those points of which a knowledge is likely to prove of immediate practical value to beginners.

6. *Hygiene.*—A few lectures on this subject should be given, in order that attention may be directed to the importance of ventilation, cleanliness, etc., as bearing upon the health and comfort of a school.

7. *Etiquette and Good Manners.*—The Principal should, both by example and precept, inculcate politeness. He should likewise direct the attention of the teachers-in-training to the importance of cultivating the manners of the pupils placed under their charge.

8. *Register.*—It shall be the duty of the Principal to keep a register in such form as the Minister may prescribe, which shall show the weekly progress of each teacher-in training.

9. *Report—Examination—Certificates.*—He shall report to the County Board of Examiners, at the close of the session, on the fitness of each candidate, according to a form to be provided by the Department. The teachers-in-training shall be subjected to oral and written examination at the end of the session by the County Board of Examiners, who shall, upon a conjunct view of the Principal's report and the results of their examinations, decide to whom certificates shall be awarded. No candidate who habitually speaks ungrammatically, or mispronounces ordinary words, or is extremely defective in any important subject, or is slovenly in his dress, or ill-mannered, or is devoid of aptitude for teaching, or is unqualified for any other reason, should receive a certificate.

SCHEDULE A, BEING PUBLIC SCHOOLS IN THE RESPECTIVE PLACES MENTIONED WHICH ARE PROPOSED AS COUNTY MODEL SCHOOLS FOR THE RESPECTIVE COUNTIES OR RIDINGS MENTIONED IN COLUMN NO. 1, AND WHICH ARE TO BE TEMPORARILY USED AS COUNTY MODEL SCHOOLS, AS MENTIONED IN THE FOREGOING REGULATIONS.

COUNTY OR RIDING.	PLACE.	SCHOOL.
Essex.....	Windsor .....	Public School.
Kent.....	Chatham .....	Central School.
Lambton .....	Sarnia .....	Public School.
Elgin.....	St. Thomas .....	Public School.
Middlesex, E. ....	London.....	Central School.
“ W. ....	Strathroy.....	Public School.
Huron, N.....	Clinton .....	“
“ S. ....	Goderich .....	“

COUNTY OR RIDING.	PLACE.	SCHOOL.
Bruce, E. ....	Walkerton .....	Public School.
“ W. ....	Kincardine .....	“
Grey, N. ....	Owen Sound.....	“
“ S.....	Durham .....	“
Wellington, S. ....	Guelph .....	“
“ N.....	Mount Forest .....	“
Perth.....	Stratford .....	“
Waterloo, S.....	Galt .....	“
“ N.....	Berlin .....	“
Oxford.....	Woodstock .....	“
Brant.....	Brantford .....	“
Norfolk.....	Simcoe .....	“
Haldimand .....	Caledonia .....	“
Welland .....	Welland .....	“
Lincoln.....	St. Catharines.....	“
Wentworth .....	Hamilton .....	“
Halton .....	Milton .....	“
Peel.....	Brampton.....	“
York.....	Yorkville .....	“
	Newmarket .....	“
Simcoe, N .....	Barrie .....	“
“ S.....	Bradford .....	“
Ontario.....	Whitby.....	“
Durham.....	Port Hope.....	“
Victoria.....	Lindsay .....	“
Northumberland....	Cobourg .....	“
Peterborough .....	Peterborough .....	“
Prince Edward ...	Picton .....	“
Hastings .....	Belleville .....	“
	Madoc .....	“
Lennox, Newburgh,		
Addington.....	Napanee.....	“
Frontenac.....	Kingston .....	“
Renfrew .....	Pembroke.....	“
Lanark .....	Perth .....	“
Leeds .....	Brockville.....	“
	Prescott.....	“
Carleton .....	Ottawa .....	“
Dundas.....	Morrisburgh.....	“
Stormont ...	Cornwall .....	“
Prescott }		
Russell }	Vankleek Hill .....	“
Glengarry.....	Martintown .....	“

ADAM CROOKS,  
Minister.

Education Department,  
June 11th, 1877.

REGULATIONS RESPECTING THE PROGRAMME OR COURSE OF STUDY IN THE PUBLIC SCHOOLS.

1. On and after the 15th day of August, 1877, the Programme, or Course of Study, shall be according to the annexed Table, as far as the circumstances of the particular School will allow the same to be followed. But where these circumstances require it, such modifications of the Programme are permitted as thereupon become necessary. It will be the duty, however, of the Inspector to see that no departures from the Programme are made without sufficient cause.

2. No “Time” or “Limit” Table is prescribed or shall be in force except in so far as the Trustees or School Board and the Teacher may choose to regulate this.

3. The instructions to Teachers and Inspectors, which are also hereto annexed, shall accompany the Programme, in order that the suggestions of the Central Committee, contained in these instructions may, as far as possible, be given effect to, and they are also to be read as explanatory of the use which the Programme is intended to serve in the Public Schools.

4. With respect to Religious Instruction, Trustees and Teachers are referred to the special provisions contained in the General Regulations of 1874.

SUBJECTS.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
READING AND ENGLISH LITERATURE	Tablet Lessons, First Reader, 1st Part; ditto, 2nd Part.	Second Reader.....	Third Reader.	Fourth Reader.	Fifth Reader.	Critical Reading of Selections from English Literature prescribed for the Intermediate Examination.
SPELLING AND DICTATION	Spelling of words in Lessons and of Phrases.	Spelling of words and phrases; from Reader, orally and by Dictation.	Spelling of words and phrases; from Reader, orally and by Dictation.	Spelling — Prefixes, Affixes, and Leading Roots.	Same as the preceding class.	Same as the preceding class.
WRITING AND BOOK-KEEPING	Printing Letters and Words in 1st Part, and Writing Script in 2nd Part.	Writing on Slates or in Copy Books.	Writing copies.	Writing Copies.	Writing Copies and Business Forms.	Double Entry; Commercial Forms and Usages.
ARITHMETIC	Numeration and Notation to 1000. Addition and Subtraction. Simple Problems in Mental Arithmetic.	Numeration and Notation to 1,000,000. Multiplication and Division. Simple Problems in Mental Arithmetic.	Arithmetical Tables, Reduction, Compound Rules. Easy Vulgar Fractions to Simple Fractions, inclusive. Mental Arithmetic.	Vulgar Fractions continued. Decimal Fractions. Problems in Proportion. Simple Interest. Mental Arithmetic.	Application of preceding principles to question in Interest, change, &c. Square root. Mental Arithmetic.	Subject continued.
GEOGRAPHY	.....	Cardinal Points of Compass. Local Geography. Definitions of Physical Geography.	Map Drawing, Map of the World; N. & S. America; Canada, generally; Ontario, more minutely.	Map Geography continued, with special attention to the British Empire. Map Drawing.	Review of previous work. Physical, Mathematical, and Political Geography.	Work of previous years reviewed and continued.
DRAWING	Geometric Forms and Lines. Meaning of Terms used in Drawing (not Geometrical Definitions). Simple Copies from the Black-board.	Dictation and Memory Drawing of Geometric Forms and Patterns. Simple Subjects from the Black-board.	Practice in curved Forms. Simple Designs in Geometric Forms. Parts of Plans. First Notions of Perspective.	Drawing from Objects. Designing continued. Memory Drawing.	Object Drawing, continued. Shading. Landscape from copies (Girls). Plants and Animals (Boys). Memory Drawing.	Flowers and Fruits. Perspective. Architectural Drawing. Linear Drawing. Designing.
VOCAL MUSIC	Rote Singing. Middle Register only at first.	Rote Singing. Simple Songs in common and triple time. Scale of <i>do</i> , by numerals and syllables.	The Staff. Position of Notes thereon with intonation. Additional Songs.	Shapes, names, and relative values of Notes. Time Table, Rests, Dot, Bar, Measure, &c. Additional Songs.	Diatonic Scales, commencing with the <i>natural</i> . Intervals of Seconds and Thirds. Additional Songs.	Sharp, Flat and Natural. Simple, Common and Triple Time. Intervals of Fourths & Fifths Key and Key-note. Part Singing.
OBJECT LESSONS	Counting—(Beans, Pebbles.) Form. Size. Colour. Weight. Common Objects (Parts and Qualities).	Lessons on Common Objects. (Parts, Qualities and Uses).	Common Objects (Source, Animals, Birds, Plants).	.....	.....	.....
GRAMMAR AND COMPOSITION	.....	.....	Parts of Speech, Separation of simple sentences into their two essential parts; changes of form undergone by nouns, adjectives, pronouns, and by verbs in the indicative mood, active voice. Short narratives or descriptions. Construction and variation of form of sentences. Short descriptions of familiar objects.	Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of construction of simple and complex sentences, orally and in writing. Short narratives or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into Prose.	Analysis and parsing of prose sentences and easy verse. Narrative and Description. Familiar and business Letters. Review of previous work.	Analysis and parsing of verse. Outlines of the History of the English Language. Abstract of Readings or Lectures; generally the formation of a good English Style.
HISTORY	.....	.....	Leading facts of Canadian History.	Leading Facts of English History.	Sketch of General History.	English History, Stuart period. Canadian History.
HYGIENE	.....	.....	.....	Familiar Lectures.	Familiar Lectures.	Familiar Lectures.

SUBJECT	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
ALGEBRA				Areas of rectangular figures.	First Four Rules. Easy Simple Equations.	End of Simple Equations, Easy Quadratics.
GEOMETRY AND MENSURATION				Areas of rectangular figures.	Definitions, Postulates, and Axioms. Euclid, Book I. Areas of Rectilinear figures and volumes of right prisms, tetrapeds and prisms.	Book II and III. Circle, Sphere, Cylinder, and Cone.
CHEMISTRY AND AGRICULTURE (Optional)						For the Sixth Class—A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus and their more important Compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature; Applications to Agriculture.
NATURAL PHILOSOPHY (Optional)						Properties of matter, Specific Gravity, Barometer, Common Pump, Forcing Pump, Air Pump and Siphon. Pressure of Liquids.
DOMESTIC ECONOMY (Girls only)	Threading Needles. Hemming; for instance, Strips of Calico, or a Plain Pocket Handkerchief. Knitting—A Plain Strip.	Hemming. Seaming or Sewing. Child's Felling. Fixing a Hem. Knitting—A Ribbed Muffacee.	Hemming. Seaming. Felling. Stitching on Strings. Knitting—A Child's Plain Sock.	Button-holing. Sewing on Buttons. Stroking. Setting in Gathers. Marking. Plain Darning. Knitting—A Ribbed Stocking.	Subject continued.	Subject continued. Cutting and Fitting Plain Garments.

1.—Teachers to take their own boys and form them into companies according to strength. To extend them into open file, and put them through Extension Practices and Motions. Dressing. Saluting. File Marching. Right, Left, and Quick time. Balance step on the halt and on the move. To change step.  
 2.—The Boys to be arranged in companies, sized from both flanks, numbered and told off in half-companies and sections. To be put through the formations, Right, Left, and Right and Left About as a company. To increase and diminish the Front. To form a company Square. *Forms, Right, Left, Deep. Callisthenes for Girls.*

**HINTS FOR THE GUIDANCE OF TEACHERS.**

**TO ACCOMPANY THE PUBLIC SCHOOL PROGRAMME.**

*The Programme.*—The Programme has been constructed with reference to thoroughly graded Schools. In Schools not so graded, and in rural Schools in which it may be impossible to maintain the distinction between classes very rigidly in all the subjects, some deviation from the Programme may, with the approbation of the Inspector, be made. At the same time, no considerable deviations will be permitted in the leading subjects. No Time Table is prescribed; but it is to be understood that every Teacher shall frame one suited to the circumstances of his School.

*Reading.*—The First Part of the First Book shall be taught from Tablet Lessons. Reading by phrases shall be commenced as early as possible; and such explanations should be given as may enable the pupil to read intelligently, as well as with the easy natural flow which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the Teacher's living voice alone can direct in the matter of correct accent, inflection, emphasis and pronunciation. It is important that the pupils in the Second and higher classes should be regularly required to commit to memory selected passages in prose and verse; and the Teacher should be careful to see that in every case the selections are of decided literary excellence. Pupils in all the classes should be required from time to time to give in their own language a summary of the reading lessons.

*Arithmetic.*—Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement of the Second Class. Constant practice in mental Arithmetic is essential. Great stress should be laid on the solution of questions by the Analytic method.

*Geography.*—The School-House and its surroundings with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map Drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise.

*Music and Drawing.*—In Music and Drawing, the pupils in different classes may be taken together at the discretion of the Teacher.

*Object Lessons.*—An object lesson is intended to develop the faculties rather than to store the mind with information. The Teacher should not tell the pupil anything that he can see or deduce for himself. Pupils should be taught (1) to observe; (2) to describe; (3) to compare and infer.

*Grammar.*—Grammar in the Third Class should be taught without a text-book. The functions and definitions of the essential parts of the simple sentence and of the parts of speech, and the rules for inflection, should be arrived at by induction.

*Composition.*—Nearly every school exercise, whether oral or written, may be made an exercise in Composition. The teacher should use especial care in requiring good English from his pupils in their answers in class or at examinations.

*History.*—No text-book in Canadian History need be used by the pupils. The Teacher should, from his own knowledge of the subject, obtained by the study of the best histories

within his reach, deliver his instructions orally. He should give prominence, according to the stage of advancement of his pupils, to the political and civil constitution of the Dominion, and of the Province of Ontario. In the Fourth Class, the pupils are expected to learn the most important facts in English History, to understand clearly what each one of them was, and know why it is considered important. No details are to be learnt except those which have a bearing on such facts. For instance, as the great fact in the history of the sixteenth century is the struggle between King and Parliament, it is not necessary to pay much attention, in this class to the reign of James I., or any to such events as the Great Plague, the Great Fire in London, or the Massacre of Glencoe. Very little time should be spent on the period before the Norman Conquest; and the dates committed to memory should be few and important.

The same principles should govern the Teacher in dealing with European History in the Fifth Class, and with the Stuart period in the Sixth. He should always remember that a comprehension of leading facts and general principles is more valuable than the most accurate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not.

Throughout the course, the Teacher should bear in mind the interesting and valuable lessons that may be deduced from the lives of the men and women who have played a prominent part in history.

*Hygiene.*—By reference to the Programme, it will be observed that Hygiene, or the science of the laws of Health, is to be taught, not from text-books but by familiar lectures. All the pupils in the 4th, 5th and 6th classes, should be made to listen to the lectures on this subject.

*Morals.*—No text-book in Christian Morals, nor any specific instructions in that subject, have been prescribed. The Teacher, however, will grievously fail in his duty unless the whole tenor and tone of his instructions in the school-room, and his deportment generally, be not only consistent with the ordinary proprieties of life, but also characterized by a high moral tone. To his pupils he sets a standard of conduct; they insensibly learn his ways of speaking and acting; and any carelessness on his part may do lasting injury to their plastic minds. His business being to form their characters as well as to develop their moral faculties, he should habitually strive to make and to improve opportunities of stamping good and deep impressions upon them.

#### MEMORANDUM ON THE SUBJECT OF RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

A deputation from a Special Committee of the Synod of the Diocese of Toronto met me on the 16th inst., on the subject of Religious Instruction in Public Schools. I explained to the deputation my views of the Law and Regulations upon the subject, but its importance in connection with what was sought by the Reverend Mr. Langtry in our personal interview, as well as in his letter to me of the 14th inst., requires that I should give a formal statement of the position of this Department, and of School Boards and Trustees under the Law and Regulations which govern us.

The question raised by this Committee is expressed in the Rev. Mr. Langtry's letter, to be as follows:—

"Our Committee desire to confer with you as to the possibility of making it a matter of regulation, that the clergy of any persuasion should have the right, provided accommodation can be provided, of giving religious instruction in the schools during one hour in the week."

The general regulations for the Public Schools which are now in force, were the result of years of experience, and were carefully considered and adopted by the late Council of Public Instruction, newly constituted under the Act of 1874, and the Regulations on the subject of Religious Exercises and Religious Instruction are, especially, framed with great practical wisdom. When all the difficulties which attend the religious question in a free, and non-denominational system of popular education, are understood, I doubt whether it was possible to have formed regulations which could have more successfully overcome these difficulties.

These regulations provide for what is literally asked for by the Committee, as expressed in the Rev. Mr. Langtry's letter, as will be seen from Regulations, No. IV., the text of which is as follows:—

#### IV.—WEEKLY RELIGIOUS INSTRUCTION BY THE CLERGY OF EACH PERSUASION.

1. In order to correct misapprehension, and define more closely the rights and duties of trustees and other parties in regard to religious instruction in connection with the Public Schools, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to

give religious instructions to the pupils of their own church, in each school-house, at least once a week, after the hour of four o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school-house, the trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

But upon obtaining from Mr. Langtry personally a more definite expression, I found that this Regulation would not accomplish what was sought by the Committee.

By Religious Instruction, the Committee meant instruction of a denominational character, involving necessarily religious catechisms, formularies, or views distinctive of particular denominations; and although under Regulation, No. IV., this kind of instruction is permitted after the regular hour for closing the school, and accommodation in the school is provided for the purpose, the Committee's proposition was that the religious instruction of this denominational nature should become, and be part of the regular school exercises, within ordinary school hours, that it should be carried out punctually by the clergymen of each denomination instructing in the school, while the other exercises were going on, such of the pupils whose parents belonged to that denomination—and these pupils would to that extent be thus withdrawn from the regular classes of instruction in the school.

I explained to the deputation that as I construed the law, this Department had no authority to pass such a regulation, and that although jurisdiction was conferred by the School Act of 1874, (see section 142) upon the Department to frame general regulations so as to allow of pupils receiving such religious instruction as their parents might desire, the letter and spirit of the Act were against the Department's assuming to introduce religious instruction of a denominational character, as one of the ordinary exercises of the school, and as such to be imperatively enforced—that the Act made the parent and not the Department, or the School Board, or Trustees, the judge upon the question—that the Department could only properly recommend religious exercises for use in the schools by the trustees and master, with the approval of the parents; and that, so far as the clergy sought opportunity for availing themselves of the Fourth Regulation, the School Boards and Trustees, as the managers of their schools under the law, were the proper bodies to apply to, and not this Department.

My interpretation also of any religious instruction contemplated by the Act was against its being of any distinctive denominational character, and that in this the position of our Public Schools was similar to elementary schools under School Boards in England, under the 14th Section of the Act of 1870, which expressly provides "no religious catechism or religious formularies which are distinctive of any particular denomination, shall be taught in the school."

Under this Section, the School Board for London have passed the following resolutions with reference to religious instructions, prayers, and hymns, in schools provided by them:—

"1. That in the Schools provided by the Board, the Bible shall be read, and there shall be given such explanation and such instructions therefrom in the principles of morality and religion as are suited to the capacities of children; provided always (a) that in such explanations and instructions the provisions of the Act in sections 7 and 14 be strictly observed, both in letter and in spirit, and that no attempt be made in any such schools to attach children to any particular denomination; (b) that in regard to any particular school, the Board shall consider and determine upon any application by managers, parents, or ratepayers of the district, who may show special cause for exemption of the school from the operation of this resolution, in whole or in part.

"2. That such explanations and instructions as are recognised by the foregoing resolution shall be given by the responsible teachers of the school.

"3. That in accordance with the general practice of existing elementary schools, provision may be made for offering prayer and using hymns in schools provided by the Board at the 'time or times' when, according to section 7, sub-section 2, of the Elementary Education Act, 'religious observances' may be 'practised.'

"4. That the arrangements for such 'religious observances' be left to the discretion of the teacher and managers of each school, with the right of appeal to the Board by teachers, managers, parents, or ratepayers of the district; provided always that, in the offering of any prayers and of the use of any hymns, the provisions of the Act in sections 7 and 14 be strictly observed, both in letter and in spirit, and that no attempt be made to attach children to any particular denomination.

"5. That during the time of religious teaching or religious observance, any children withdrawn from such teaching or observance shall receive separate instruction in secular subjects.

"6. That a copy of sections 7 and 14 of the Elementary Education Act, 1870, and also of the regulations 1, 2, 3, and 4, must be hung up in a conspicuous part of the school-room.

"7. That a syllabus of subjects of Bible instruction for one month in advance must be prepared by the teacher and forwarded to the Clerk of the Board at the beginning of each month."

The late Council of Public Instruction construed the provisions of the Ontario Act in the same way, and embodied their view in the third Regulation of 1874, which is as follows:—

### III.—OPENING AND CLOSING RELIGIOUS EXERCISES OF EACH DAY.

With a view to secure the Divine blessing, and to impress on the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Public School be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Master of each school. But the Lord's Prayer shall form part of the opening exercise, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the school.

Here follow FORMS OF PRAYER.

It will be seen from the foregoing that the same principle prevails both here and in England (as to Branch Schools) with respect to the extent in which religious instruction and exercises may form part of the ordinary work of a Public School, and then to be given only by the responsible teacher of the school.

(Signed)

ADAM CROOKS,  
Minister of Education.

Education Department,  
May 17th, 1877.

### DISCIPLINE IN SCHOOLS.

Memorandum by the Minister of Education in reference to the case of Section No. 2, Percy.

A misapprehension evidently exists as to the true scope of the decision pronounced by me on the 26th April last, on the subject of an appeal by the Trustees of this school from the Inspector, who held that under the circumstances of the case the expulsion of a pupil was not authorized under the regulations in that behalf.

The letter of the Secretary of the Trustees to the *Globe*, with a copy of my decision, did not question the correctness of my conclusion in confirming the decision of the Inspector on the only point involved in the appeal, but raised a new and collateral issue on my statement that the discipline of the school can be maintained without encouraging a practice which would degrade the pupils in the estimation of each other, and so lower the general tone of the school. This expression was an *obiter dictum* tendered by way of advice to trustees whose teacher had thought fit to resort to the extreme measure of punishment by expulsion in a matter of ordinary discipline in a case where one pupil was not prepared to disclose upon another.

The case before me presented the sole question whether, for an offence of this kind, the penalty of expulsion, attended as it must be with grave and serious consequences, was authorized by the regulations.

The regulations now in force were carefully revised by the late Council of Public Instruction in 1874, and under the Public School Act regulate all matters connected with the organization, government, and discipline of Public Schools. In adopting proper regulations under the Act, the Council had to consider that by law all schools are free, that by law every child from seven to thirteen years of age, inclusive, has a right to attend school, and that by law any parent failing to see that his child attended school becomes amenable to several penalties. This emphatically means that the community as a whole, and each parent and child individually, are interested in securing the attendance of every child in the schools. Such right belonging to parent and child alike, and the community being concerned in its free exercise, the Council were especially charged with seeing that their regulations would fully accomplish this. Hence, by Regulation 4, it is only when the interests of all the other children would be positively injured by the presence of a pupil (*i.e.* a black sheep) that he can be expelled, and suspension of a pupil for a given period can only be exercised in the grave cases pointed out in Regulation 3, and that, too, subject to appeal to the Trustees.

The law and regulations recognise the master's position to be that of a public officer, and hence it is his duty by legitimate and proper means to discharge the functions of his office satisfactorily. For this purpose he must be permitted to exercise all the necessary authority, and to vindicate it when required, by such measure of punishment or means as a prudent and judicious teacher would think best in the particular circumstances. Without prescribing any details in this respect, the regulations leave the authority of the master paramount, except in a case of suspension, where they define the circumstances which may warrant this, and the single case in which expulsion can be ordered.

When I stated in my former memorandum that the teacher would not appear to have any authority to coerce a pupil into telling upon a fellow-pupil, my remark was germane to the point before me, and directed to the remedy there applied of expulsion, which was unauthorized. If I had anticipated that there was room for misapprehension upon the general question as to the authority of a master over a pupil, I would have explicitly stated that coercion by expulsion was not warranted by the regulations in a case where one pupil refused to tell upon another. I was not called upon to consider whether a refusal to tell was an offence or not, or punishable or not. That question would manifestly rest with the teacher within the limits of his authority, and is a question which I am not called upon to determine, nor can I assume to define the details within which his authority can be properly or lawfully exercised. At the same time it is my duty to hold that there has been an excess of authority on the part of the teacher where such is the case, having regard to the law and regulations. When called upon to do this, it is permitted to me also to express any opinion with reference to a proceeding the tendency of which would be to deteriorate in any way our Public Schools.

(Signed)

ADAM CROOKS,  
Minister of Education.

Education Department (Ontario),  
Toronto, June 1st, 1877.

### REGULATIONS RESPECTING AUTHORIZED TEXT BOOKS IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Approved by the Lieutenant-Governor in Council, 22nd June, 1877.

1. On and after the 1st day of September, 1877, the several books set forth in the accompanying Schedule shall be the only authorized Text Books for use in the High Schools and Collegiate Institutes in the respective subjects mentioned.

2. Where there is more than one book authorized on any subject, the High School Boards may make their selection.

3. No particular editions of the Text Books are prescribed, but such editions as the following will be found generally suitable, Catena Classicorum, White's Grammar School Texts, Longmans', Rivington's and Collins's series of English Classics; also the London series of French Classics (Longmans'), White's Latin Dictionaries, Dr. Smith's do.

ADAM CROOKS,  
Minister of Education.

### SCHEDULE.

Being List of authorized Text Books for use in High Schools and Collegiate Institutes.

#### I.—ENGLISH.

The Fifth Reader, Canadian National series (authorized edition).

The Spelling Book, a Companion to the Readers.

The Dominion Elocutionist, by Richard Lewis.

Bell's Standard Elocutionist.

History of English Literature, by W. Spalding, M.A.

Craik's English Literature and Language.

Mason's English Grammar.

Fleming's Analysis of the English Language.

Angus's Hand-book of the English Tongue.

Bain's Rhetoric and Composition.  
Chambers's Etymological English Dictionary.  
Morris's English Grammar Primer.

## II.—ANCIENT LANGUAGES.

### A. Latin.

Arnold's First and Second Latin Books, English Editions,  
or, revised and corrected by J. A. Spencer, D.D.  
Dr. William Smith's Principia Latina, I, II, III, IV.  
Bryce's series of Latin Readers.  
Dr. William Smith's Small Grammar of the Latin Language.  
Harkness's Latin Grammar.  
Arnold's Latin Prose Composition.  
Latin Composition by means of the English Idiom, by E.  
A. Abbot.  
Materials and Models for Latin Prose Composition by J. Y.  
Sargent, and T. F. Dallin.  
For advanced work the Latin Grammar of Madvig, Jelf, or  
Kennedy, may be consulted.

### B. Greek.

Dr. William Smith's Initia Græca.  
A smaller Grammar of the Greek Language, abridged from  
the larger Grammar of Dr. George Curtius.  
Farrar's or Clyde's Greek Syntax.  
Harkness's First Greek Book.  
Arnold's Greek Prose Composition.  
Liddell and Scott's Greek-English Lexicons.

## III. MODERN LANGUAGES.

### A. French.

De Fivas's Grammaire des Grammaires.  
" Elementary French Reader.  
Hachette's First French Reader.  
Coutanseau's Guide to French Translation.  
Haas's introduction to the French Language.  
Surenne's French Dictionary.  
Coutanseau's Practical Dictionary.  
Collot's Conversations.  
Hachette's French Dialogues.

### B. German.

Ahn's Grammar.  
Otto's Grammar.  
Adler's Reader.  
Hachette's German Dialogues.

## IV.—MATHEMATICS.

Advanced Arithmetic for Canadian Schools, by Smith and  
McMurchy.  
Hamblin Smith's Arithmetic.  
National Mensuration.  
Elementary Arithmetic for Canadian Schools, by Smith and  
McMurchy.  
Elements of Algebra, by Loudon, Todhunter, or Hamblin  
Smith. For advanced pupils, Gross's or Colenso's Algebra  
(new edition).  
Euclid's Elements of Geometry.  
Kirkland's Statics.  
Elementary Statics, by J. Hamblin Smith, M.A.  
Elementary Hydrostatics, by J. Hamblin Smith, M.A.  
Magnus's Lessons in Elementary Mechanics.  
Twisden's Principles of Mechanics.  
Wormell's Principles of Dynamics.  
Newth's Elementary Course of Natural Philosophy.

## V.—HISTORY, GEOGRAPHY AND ANTIQUITIES.

Longman's Epochs of Ancient History.  
Longman's Epochs of English History.  
Edith Thompson's English History.  
Green's History of the English People.  
Smith's Smaller History of Greece.  
Schmitz's History of Greece.  
Smith's Smaller History of Rome.  
Schmitz's History of Rome.  
Cox's History of Greece.  
Liddell's History of Rome.  
First Steps in Classical Geography by Prof. Pillans.  
Dr. William Smith's Classical Dictionary of Biography, My-  
thology, and Geography.  
Dr. William Smith's Dictionary of Greek and Roman Anti-  
quities.  
Schmitz's Ancient Atlas.  
Butler's Junior Ancient Atlas.  
Butler's Public Schools Atlas of Modern Geography.  
The Books on Modern Geography authorized for Public  
Schools.

## VI.—PHYSICAL SCIENCE.

How Plants Grow, by Asa Gray, M.D.  
Oliver's Elementary Botany.  
Chemistry, by H. E. Roscoe (Science Primers).  
Lessons in Elementary Chemistry, by Professor H. E. Roscoe  
Howard's Practical Chemistry.  
Tilden's Introduction to Chemical Philosophy.  
Thorp and Muir's Qualitative Chemical Analysis.  
Miller's Inorganic Chemistry.  
Lessons in Elementary Physics, by Prof. Balford Stewart.  
Outlines of Natural History, by Prof. H. A. Nicholson.  
Physiology (Science Primers), by Prof. M. Foster, M.A.  
Lessons in Elementary Physiology, by Prof. Huxley.  
Physical Geography, by A. Geikie, LL.D. (Science Primers.)  
Geology, by Archibald Geikie, LL.D.  
Introductory Text Book of Physical Geography, by David  
Page, F.R.S.E.

## VII.—MISCELLANEOUS.

First Lessons in Agriculture, by Rev. Dr. Ryerson.  
Health in the House, by Catharine M Buckton.  
Book-keeping, by Beatty and Clare.  
The Dominion Accountant, by W. R. Orr.  
The Modern Gymnast, by Charles Spencer.  
Manual of Vocal Music, by John Hullah.  
Walter Smith's Drawing Series and Manuals.  
NOTE.—All books authorized for use in the Public Schools,  
are likewise authorized for use in the High Schools.

## REGULATIONS RESPECTING THE AUTHORIZATION OF LIBRARY AND PRIZE BOOKS.

Approved by the Lieutenant-Governor in Council, 22nd June,  
1877.

1. All books intended for Library or Prize Books, whether from the Depository or Booksellers, shall be submitted to the Central Committee for examination, and such books only as shall be approved of by them for Library or Prize Books shall be authorized.
2. The Central Committee shall meet, for examining books submitted, three times a year, viz., in January, April and October; or, should any other season be found more suitable, then, at such other times, as the Minister may direct.
3. The Committee will not, in future, recommend for sanction any books which have merely the negative merit of being free from what is morally objectionable; but they will satisfy themselves, as far as possible, that the books which they recommend are positively good; that they are such books, in fact, as it is desirable that school children and their parents and the com-

munity at large should have. The Department is laid under the responsibility of not encouraging the reading of all books morally unobjectionable, but should discriminate in favour of the better class of books.

4. In determining whether any book submitted for approval has sufficient merit to warrant the Committee in recommending it, there will be little difficulty in the following subjects, viz.: In Science, Mental and Physical; in Geography and History, in Criticism, in Poetry, in Theology and Religion. In case of works that give information of any kind, the Committee will readily decide what works are, and what works are not, suitable for prizes or for libraries. But as a very large portion of the prose Fiction published is trash, the Committee will not recommend any novel, or other fictitious narrative, unless it possesses decided merit.

5. The members of the Central Committee are not expected to peruse every volume submitted, but only to gain such an acquaintance with the works on which they pass judgment as to be able to decide whether they deserve to be authorized.

6. Each member of the Central Committee is constituted a sub-Committee for the purpose of examining books; his report to be accepted, rejected, or amended by the Committee. Each sub-Committee shall submit in a special return the works of fiction which he proposes to recommend for authorization.

7. Due notice of the dates of the meetings of the Committee for the examination of Library and Prize Books shall be published for the information of publishers, booksellers and others, and no book shall be examined at any meeting unless it has been received before the meeting begins.

8. Publishers, Booksellers and others are required to take notice that the above Regulations as to the nature and quality of the books to be authorized will be rigidly enforced.

BOOKS FOR SCHOOL LIBRARIES AND PRIZES.

APPROVED BY ORDER IN COUNCIL, 16TH NOVEMBER, 1876.

Continued from January Number.

NAME OF BOOK.	Name of Publisher.	Style of Binding.	Publishers' Retail Price.	Price to Schools.	Library or Prize.
			s. d.	£ cts.	
Willie and Lucy at Home	Religious T. Soc.	Cloth	2 0	0 38	P.
Willie and Lucy Abroad	do	do	2 0	0 38	"
Willie and Lucy at the Seaside	do	do	2 0	0 38	"
Book about Animals	do	do	2 0	0 38	"
What is her Name?	do	do	2 0	0 38	"
Ferrol Family	do	do	2 0	0 38	"
Original Fables	do	do	2 0	0 38	"
The Exile's Trust	do	do	2 0	0 38	"
Barthel Winkler	do	do	2 0	0 38	"
Fairly-cum Forelands	do	do	2 0	0 38	"
The Grafton Family	do	do	2 0	0 38	"
Nearest Neighbour	do	do	2 0	0 38	"
Steps to the Throne of Grace	do	do	2 0	0 38	"
Sweet Story of Old	do	do	2 0	0 38	"
Lilian's Talk with Mama	do	do	2 0	0 38	"
Ludovic	do	do	2 0	0 38	"
Home in Humble Life	do	do	2 0	0 38	"
Little Serena	do	do	2 0	0 38	"
City Sparrows	do	do	2 0	0 38	"
Peter the Apprentice	do	do	2 0	0 38	"
George Clifford	do	do	2 0	0 38	"
Historical Tales	do	do	2 0	0 38	"
Little Wavie	do	do	2 0	0 38	"
Our Forest Home	do	do	2 0	0 38	"
Uncle Ned's Stories	do	do	2 0	0 38	"
Two Little Bruces	do	do	2 0	0 38	"
Fishers of Derby Haven	do	do	2 0	0 38	"
Nails Driven Home	do	do	2 0	0 38	"
My Brother Paul	do	do	1 6	0 29	"
Kardoo	do	do	1 6	0 29	"
Fuel for our Fires	do	do	1 6	0 29	"
Alone in London	do	do	1 6	0 29	"
The Bright City	do	do	0 9	0 15	"
Scots Worthies	Carter	do	3 50	2 45	"
Thought Hives	do	do	1 75	1 23	"
Four Years in Ashantee	do	do	1 75	1 23	"
Life of Marsh	do	do	1 75	1 23	"

NAME OF BOOK.	Name of Publisher.	Style of Binding.	Publishers' Retail Price.	Price to Schools.	Library or Prize.
			s. d.	£ cts.	
Nerena	Carter	Cloth	1 50	1 05	P.
Robin Tremayne	do	do	1 50	1 05	"
The White Rose	do	do	1 50	1 05	"
Nellie of Truro	do	do	1 50	1 05	"
Isoult Barry	do	do	1 50	1 05	"
Tales from Alsace	do	do	1 50	1 05	"
Coulyng Castle	do	do	1 50	1 05	"
Oliver Cromwell	do	do	1 25	0 88	"
Froggy's Little Brother	do	do	1 25	0 88	"
Tim's Little Mother	do	do	1 25	0 88	"
Bending Willow	do	do	1 25	0 88	"
Rosalie's Pet	do	do	1 25	0 88	"
Shadow on the Hearth	do	do	1 25	0 88	"
Mabel Walton's Experiment	do	do	1 25	0 88	"
Eleanor's Visit	do	do	1 25	0 88	"
Well in the Desert	do	do	1 25	0 88	"
Ashcliffe Hall	do	do	1 25	0 88	"
Maggie's Mistake	do	do	1 25	0 88	"
The New Scholars	do	do	1 25	0 88	"
Alice Neville	do	do	1 25	0 88	"
Little Brothers and Sisters	do	do	1 25	0 88	"
Rockbourne	do	do	1 25	0 88	"
Floss Silverthorne	do	do	1 25	0 88	"
Rose Marbury	do	do	1 25	0 88	L. P.
Nurses for the Needy	do	do	1 25	0 88	"
Fanny's Birthday Gift	do	do	1 25	0 88	"
Evening Hours	do	Boards.	1 00	0 70	"
Martyrs and Heroes	do	Cloth	1 00	0 70	"
Truffle Nephews	do	do	1 00	0 70	"
Cripple of Antioch	do	do	1 00	0 70	"
Stellafont Abbey	do	do	1 00	0 70	"
Faithful in Little	do	do	1 00	0 70	"
Little Drops of Rain	do	do	1 00	0 70	"
Golden Chain	do	do	0 90	0 63	"
Cedar Christian	do	do	0 90	0 63	"
Fanny and her Mamma	do	do	0 75	0 53	"
Many Thoughts of Many Minds	Chas. Griffin	do	21 0	3 99	P.
Civil Engineering	do	do	16 0	3 04	L. P.
The Steam Engine	do	do	12 6	2 38	"
Machinery and Millwork	do	do	12 6	2 38	"
Applied Mechanics	do	do	12 6	2 38	"
Rules and Tables	do	do	9 0	1 71	"
Mechanical Text Book	do	do	9 0	1 71	"
Bowdler's Shakespere	do	do	8 0	1 52	"
Eadie's Biblical Cyclopædia	do	do	7 6	1 43	"
Cruden's Concordance	do	do	7 6	1 43	"
Paley's Natural Theology	do	do	7 6	1 43	"
Magic of Science	do	do	5 0	0 95	P.
Christian Philosopher	do	do	5 0	0 95	"
Mental Science	do	do	3 6	0 67	L. P.
Chatterton's Poems	do	do	3 6	0 67	"
Barnard's Landscape Painting, Theory and Practice of	Routledge	do	21 0	4 00	"
Barnard's Drawings from Nature	do	do	21 0	4 00	"
Book of British Ballads (S. C. Hall)	do	do	21 0	4 00	"
Discoveries and Inventions of the 19th Century	do	do	10 6	2 00	"
Kingston's Shipwrecks and Disasters at Sea	do	do	6 0	1 14	P.
Pepper's Playbook of Metals	do	do	6 0	1 14	L. P.
do Science	do	do	6 0	1 14	"
Memoirs of Great Commanders	do	do	5 0	0 95	"
Opening of Chesnut Burr (Rev. E. P. Roe)	do	do	3 6	0 67	P.
Barriers Burned Away	do	do	3 6	0 67	"
Half-Hours with Best Letter Writers (Charles Knight)	do	do	5 0	0 95	L. P.
Froissart's Chronicles of England, France, Spain, &c., &c., illustrated	do	do	3 6	0 67	L. P.
Ragged Robin	do	do	2 0	0 38	P.
The Lost Rifle	do	do	2 0	0 38	"
Great Divide - Earl Dunraven	Chatto	do	20 0	3 80	"
Stories of King Arthur, by Sir Thomas Malory	do	do	2 0	0 38	P.
Irving's Tales of Alhambra	do	do	2 0	0 38	L. P.
do a Traveller	do	do	2 0	0 38	"
Carlyle on Choice of Books	do	do	2 0	0 38	"
Tropical Nature	Seeley	do	12 6	2 38	P.
Michelet's The Insect	Nelson	do	10 6	2 00	"
do The Mountain	do	do	10 6	2 00	"
do The Bird	do	do	10 6	2 00	"
do Nature	do	do	10 6	2 00	"
do The Sea	do	do	10 6	2 00	"
The Arctic World	do	do	10 6	2 00	"
Two years in East Africa	do	do	3 6	0 67	"
Stories of Bird Life	do	do	3 6	0 67	"

NAME OF BOOK.	Name of Publisher.	Style of Binding.	Publishers' Retail price.	Price to Schools.	Library or Prize.
			s. d.	¢.	
Hunter and Trapper in N. America	Nelson	Cloth	3 6	0 67	P.
Heroes of the Desert (Moffatt and Livingstone)	do	do	3 6	0 67	L. P.
The Glacier and the Iceberg	do	do	3 6	0 67	"
Light Houses and Light Ships	do	do	3 6	0 67	"
Monsters of the Deep	do	do	3 6	0 67	"
In India (Mrs. Murray Mitchell)	do	do	3 6	0 67	P.
Ever Heavenward	do	do	2 6	0 48	"
Learn to Labour and to Wait	do	do	2 6	0 48	"
Natural History of Bible	do	do	2 6	0 48	"
Flora (A. L. O. E.)	do	do	3 0	0 57	"
Buried Cities of Campania	do	do	3 0	0 57	L. P.
Venice, the Queen of the Adriatic	do	do	3 0	0 57	P.
Ballantyne's Young Fur Traders	do	do	3 0	0 57	"
Spring Wild Flowers (Dan. Wilson, L.L.D.)	do	do	3 6	0 67	"
City of No Cross (A. L. O. E.)	do	do	3 6	0 67	"
Claudia	do	do	3 6	0 67	"
Robbers' Cave	do	do	3 6	0 67	"
On the Way	do	do	3 6	0 67	"
Lady of Provence	do	do	3 6	0 67	"
Spanish Cavalier	do	do	3 6	0 67	"
Pepper's Cyclopædic Science	Warne	do	9 0	1 71	L. P.
Clara Saville	do	do	3 6	0 67	P.
Lady Betty	do	do	3 6	0 67	"
Dames of High Estate	do	do	3 6	0 67	"
Anne Dynevor	Fred Warne & Co.	do	3 6	0 67	"
One Year, of The Three Houses	do	do	3 6	0 67	"
Vivia	do	do	3 6	0 67	"
On the Edge of the Storm	do	do	3 6	0 67	"
Hanbury Mills	do	do	3 6	0 67	"
Denise	do	do	3 6	0 67	"
Nigel Bartram's Ideal	do	do	3 6	0 67	"
Women of the Last Days of Old France	do	do	3 6	0 67	"
Those Holy Fields	Religious T. Soc.	do	8 0	1 52	"
Land of the Pharaohs	do	do	8 0	1 52	"
Spanish Pictures	do	do	8 0	1 52	"
Italian Pictures	do	do	8 0	1 52	"
Plea for Mercy to Animals	do	do	2 6	0 48	"
Life in the Southern Isles	do	do	6 0	1 14	"
Pictures for Happy Hours	Cassell, Petter & Galpin	do	2 6	0 48	"
Chats for Small Chatterers	do	do	2 6	0 48	"
Bright Rays for Dull Days	do	do	2 6	0 48	"
Off to Sea (Kingston)	do	do	3 6	0 67	"
Through Picture Land	do	do	3 6	0 67	"
At the South Pole (Kingston)	do	do	5 0	0 95	"
Little Folks' Picture Album	do	do	5 0	0 95	"
Home Chats	do	do	5 0	0 95	"
Peeps Abroad for Folks at Home	do	do	5 0	0 95	"
Tiny Houses	do	do	5 0	0 95	"
Short History of English People (Green)	do	do	5 0	0 95	"
Butler's Wild North Land	Harper & Bro	do	1 75	1 23	L. P.
In the Arctic Seas	Porter & Coates	do	1 75	1 23	"
Williams' Travellers in Africa	do	do	1 25	88	"
Bancroft's Life of Washington	do	do	1 25	0 88	P.
Conquering and to Conquer	do	do	1 25	0 88	L. P.
Bertram Family	Dodd & Mead	do	1 00	0 70	"
Near to Nature's Heart	do	do	1 00	0 70	"
Getting on in the World	Toronto News Co.	do	1 00	0 67	P.
Old Lieutenant and his Son	Belford Bros.	do	1 00	0 67	"
Bernstein's Five Senses of Man	do	do	1 00	0 67	L. P.
Schutzenberger on Fermentation	H. S. King & Co.	do	5 0	0 95	L. P.
Blaserna's Theory of Sound	do	do	5 0	0 95	"
Howard's Shakespeare	do	do	5 0	0 95	"
Story of a Summer Day	Nelson	do	7 6	1 43	"
Tottie's Trial	Seeley, Jackson & Co	do	5 0	0 95	P.
The English Explorers	Strahan & Co.	do	3 6	0 67	"
Great Triumphs of Great Men	Nimmo	do	5 0	0 95	L. P.
The Noble English Women	do	do	5 0	0 95	"
A Hundred Wonders of the World	do	do	5 0	0 95	"
Famous Historical Scenes	do	do	5 0	0 95	"
Book of Adventure and Peril	do	do	5 0	0 95	"
Clever Girls	Gall & Inglis	do	3 6	0 67	P.
Wonders and Beauties of Creation	do	do	3 6	0 67	"
Terrapin Island	do	do	3 0	0 57	"

NAME OF BOOK.	Name of Publisher.	Style of Binding.	Publishers' Retail Price.	Price to Schools.	Library or Prize.
			¢.	¢.	
The Young Rajah	Nelson	Cloth	5 0	0 95	"
The Island Home	do	do	2 6	0 48	"
The Pampas	do	do	3 6	0 67	"
The Tower on the Tor	Nimmo	do	3 6	0 67	"
Good Things for Boys and Girls	do	do	3 6	0 67	"
Kind Words	Strahan & Co.	Boards	3 6	0 67	"
Peep Show	Sunday S. Union.	do	3 0	0 57	"
Little Wide Awake	Strahan & Co.	do	3 0	0 57	"
Every Boy's Annual, 1877	Routledge	Cloth	5 0	0 95	"
	do	do	6 0	1 14	"

II. Books Received by the Editor.

FROM HARPER & BROTHERS, NEW YORK. Hart & Rawlinson, Toronto.

*Wallace's Animals.* The geographical distribution of animals. With a study of the relations of living and extinct faunas, as elucidating the past changes of the earth's surface. By Alfred Russel Wallace. In two volumes. With maps and illustrations.

*Squier's Peru.* Incidents of travel and exploration in the land of the Incas. By George Squier, M.A., F.S.A. With numerous beautiful illustrations.

*Cameron's Africa.* Across Africa. By Verney Lovett Cameron, C. B., D.C.L. Commander, Royal Navy. With numerous graphic illustrations.

*Central Africa: Naked Truths of Naked People.* An account of explorations to the Lake Victoria Nyanza and the Makraka Niam-Niam, west of the Bahr-el-Abiad (White Nile). By Col. C. Chaillé Long, of the Egyptian Staff. Illustrated from Col. Long's own sketches.

*Arnold's Persia.* Through Persia by caravan. By Arthur Arnold.

*Barnaby's Khiva.* A Ride to Khiva. Travels and adventures in Central Asia. By Fred. Barnaby, Captain, Royal Horse Guards. With maps and an appendix.

*"Challenger" Cruise.* The cruise of Her Majesty's ship "Challenger." Voyages over many seas. Scenes in many lands. By W. J. J. Spry, R.N. With map and illustrations.

*John Locke.* The life of John Locke. By H. R. Fox Bourne. In two volumes.

*Trevelyan's Macaulay.* Selections from the writings of Lord Macaulay, Edited with occasional notes by George Otto Trevelyan, M.P.

*Marie Antoinette.* The life of Marie Antoinette, Queen of France. By Professor Charles Duke Yonge, Queen's College, Belfast. With medalion portrait of the Queen.

*Thompson's Papacy.* The Papacy of the Civil Power. By R. W. Thompson.

*Winchell's Science and Religion.* Reconciliation of science and religion. By Alexander Winchell, LL.D.

*Taylor's St. Peter.* Peter the Apostle. By the Rev. Wm. M. Taylor, of New York.

*Gildersleeve's Justin Martyr.* The Apologies of Justin Martyr. To which is appended the Epistle to Diognetus. With an introduction and notes by Basil L. Gildersleeve, Ph. D., LL.D.

*Seneca Moral Essays,* or Treatises on Providence—Tranquillity of Mind—Shortness of Life—Happy Life. Together with select epistles, epigrammata, an introduction, copious notes and scripture parallelisms. By John F. Hurst, D.D., and Henry C. Whiling, Ph. D.

*Classical Dictionary.* A smaller classical dictionary of Biography, Mythology, and Geography. Abridged from the large dictionary. By Wm. Smith, LL.D. With illustrations.

*Homeric Dictionary.* A Homeric dictionary for use in schools and colleges. From the German of Dr. George Autenrieth. Translated, with additions and corrections, by Robert P. Keep, Ph. D.

*Science Record, 1876.* Annual Record of Science and Industry, for 1876. Edited by Spencer F. Baird, with the assistance of eminent men of science.

*Scotch Naturalist.* Life of a Scotch Naturalist: Thomas Edward, Associate of the Linnean Society. By Samuel Smiles. With portrait and illustrations by George Reid.

*Camp, Court and Siege.* A narrative of personal adventures and observations through the American Civil War of 1861-1865, and the Franco-Prussian War of 1870-1871. By Dickam Hoffman.

*Practical Cooking and Dinner Giving.* A treatise containing instructions in cooking, and in the particular modes of entertaining at breakfast, lunch and dinner. By Mrs. M. F. Henderson. With illustrations.

*Macbeth.* Shakespeare's tragedy of Macbeth. Edited with notes by Wm. J. Rolfe, A.M. With engravings.

*Harmony.* A text book of harmony, for the use of schools and students. By Chas. Ed. Horsley.

*Latin Orthography, Aids to.* By Wilhelm Brambach. Translated from the German by W. Gordon McCabe, A.M., of Virginia.

*Harper's Half-Hour Series:* Price 25cts. each. 1. Epochs of English History, viz.: Early England, up to the Norman Conquest. By Fred. York-Powell. With four maps—England, a continental power, from



the Conquest to Magna Charta, 1066-1216. By Louise Creighton. With a map—Rise of the people and growth of Parliament, 1215-1485. By James Rowley, M.A. With four maps—The Tudors and the Reformation, 1485-1603. By M. Creighton, M.A. With three maps—The struggle against absolute monarchy, 1603-1688. By Bertha Meriton Cordery. With three maps—The life, times and character of Oliver Cromwell. By the Rt. Hon. E. H. Knatchbull-Hugessen, M.P. 2. Miscellaneous, viz.: University life in Ancient Athens. By W. W. Cofer, M.A.—The Turks in Europe. By Ed. A. Freeman, D.C.L., LL.D.—Tales from Shakespeare. By Charles and Mary Lamb.—Comedies—Tragedies (2 vols.)—Thompson Hall. A tale. By Anthony Trollope. Illustrated. *A Princess of Thule.* By Wm. Black. *Madcap Violet.* By Wm. Black. *Shadows on the Snow.* By B. L. Fargeon. *Miss Nancy's Pilgrimage.* A story of travel. By Virginia W. Townsend. *Azelea.* By Cecil Clayton. *The Sun Maid.* A romance. By the author of "Artiste." *Joshua Haggard's Daughter.* By Miss Braddon. *From Dreams to Waking.* By E. Lynn Linton. *Anne Warwick.* By Georgina M. Craik. *Weavers and West; or "Love that hath us in his net."* By Miss Braddon. *The Golden Butterfly.* By the author of "Ready Money Mortiboy." *Juliet's Guardian.* By Mrs. H. Lovett Cameron. *Mor's White Witch.* By G. Douglas.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS IN  
REGARD TO COUNTY MODEL SCHOOLS.

TORONTO, 5th July, 1877.

(No. 1.)

I have the honour to transmit herewith copies of the new Regulations in regard to County Model Schools. (See page 87 of this Journal.)

On behalf of the Department, I have to request that you will arrange with the Board of the Public School designated in the Regulations as the temporary Model School for your County, and that you will also confer with the County Council or Warden in reference to such points as are involved in the subsequent permanent establishment of a Model School.

In order that the Candidates who now, without previous experience, succeed in passing the Third Class Examination in Literary Subjects, may have the opportunity of obtaining the necessary professional training required by the regulations, it is of the utmost importance that the Model Schools should be efficiently equipped and ready to go into operation after the Midsummer Vacation.

(CIRCULAR No. 2.)

TORONTO, 20th July, 1877.

In addition to my recent circular in regard to County Model Schools, the Honourable the Pro. Minister of Education desires me further to remark that:—

1. *Organization of County Model Schools.*—The duty of putting into operation the provisional County Model Schools, shall be performed by the Head Masters of the Schools with the advice and under the supervision of the County Inspectors; by whom all the arrangements made shall be approved, subject to the final decision of the Minister. By County Inspectors, in the previous sentence, is to be understood the County Inspector in whose division the Model School is geographically included.

2. The County Inspectors above designated are directed to ascertain without delay, and to inform the Department, whether the Trustees of the Schools that have been selected to perform temporarily the work of County Model Schools, are willing to accept the nomination of their schools for this purpose.

3. In the event of the Trustees of any of the Schools designated being prepared to accept the nomination of their school to serve temporarily as a County Model School, the Trustees and the Head Master are requested to observe that the school will open, for training purposes, on the 27th day of August next.

4. The few days between the opening of the County Model Schools, on the 27th August, for training purposes, and the opening of the Public Schools for their ordinary work, where this occurs at a later date than the 27th August, should be employed by the Head

Master in receiving and enrolling the teachers-in-training, in explaining to them the general character of the work with which they are to be occupied, and in delivering such preliminary instructions as may be necessary or suitable before the children attending the Public Schools are gathered together.

6. The Department has been asked for information as to the apparatus, with which Schools, acting as County Model Schools, must be furnished. For the present year, this must necessarily be left somewhat indeterminable. The Minister, in determining what may suffice for the present year, will be very much guided by the opinion of the County Inspectors.

II. *Inspection of County Model Schools.*—(1). The Minister of Education having intimated his intention to get the work of temporarily inspecting County Model Schools done by the Central Committee, who may assign it to any of their number, the Central Committee have appointed the four members of the Committee, who are Public School Inspectors, as a sub-committee for this purpose.

2. The above-mentioned inspection through a sub-committee of the Central Committee is not intended to interfere in any measure with the authority and rights of Public School Inspectors. Public School Inspectors retain all the powers they have hitherto passed in regard to the oversight of Public Schools. But it is desirable, with a view to possible future arrangements, that the Minister of Education should be in possession of more special and systematized information than could be furnished by the reports of the Public School Inspectors generally. It has, therefore, been decided to make an independent inspectorial visitation of the County Model Schools, with the exclusive object of ascertaining how they are fulfilling their functions as training institutions.

III. *Candidates who shall be admitted into County Model Schools. Cases in which attendance will not be required.*

1. The teachers in training, who shall have the privilege of attending the several schools acting as County Model Schools, for the first and second sessions respectively, shall be selected from candidates fulfilling the prescribed conditions, by the several County Boards of Examiners. While the County Boards, as the parties best acquainted with all the circumstances that should be taken into account, are left to their full discretion in making the selection, it is suggested, that, as a rule, they give the preference to those candidates who have been most successful in passing the non-professional examination for Third-class Certificates.

Not more, however, than twenty-five candidates should be admitted to any Model School without the special concurrence of the County Inspector, for reasons which may appear to him to justify the admission of a larger number.

2. Enquiries have been addressed to the Department as to whether Teachers, who are at present teaching on Permits, and who may succeed in passing the approaching non-professional examination for Third Class Certificates, must attend the County Model Schools, before obtaining a Third Class Certificate. The Minister is of opinion that the just claims of all parties will be best provided for and the least amount of hardship, consistent with the general educational interests of the Province, inflicted on individuals, by leaving the decision of this question in the hands of the County Boards. Should a County Board be of opinion that a teacher, who is at present teaching on a Permit, and who may succeed in passing the approaching non-professional examination for Third Class Certificates, has had an amount of practical experience substantially equivalent to what would be gained by attendance at a County Model School, they may grant a special Third Class Certificate to such teacher. Their action, however, must be reported to the Minister, and must be subject to his approval.

IV. The Minister of Education, in inaugurating the very important change in the system of training teachers to which this Circular refers, invites the friendly co-operation of the Trustees and the Head Masters of the Schools selected to act as County Model Schools. The success of this scheme must depend very much on the intelligence and devotion with which the Masters, in particular, enter on the performance of the responsible duties assigned to them; and it is the earnest request, as it is the confident expectation of the Minister, that these gentlemen, called to undertake a branch of work which must be new to most of them, will prepare themselves for it as thoroughly as possible, and will be zealous in endeavouring to contribute, in this as in any other ways, to the intellectual and moral advancement of the Province.

The Department relies upon your co-operation in successfully carrying out the Regulations on this subject.

I have the honour to be, Sir,  
Your obedient Servant,  
J. GEORGE HODGINS,  
Deputy Minister of Education.