

PRIVATE SCHOOLS IN STAMFORD.

No. 1. Mr. DAVIS, Teacher. Branches taught—the English, French, Latin, and Greek languages, and Mensuration. School kept in Drummondville.

No. 2. Mrs. SHOTTER, Teacher. Average attendance, 12. Branches taught,—Reading, Writing, Arithmetic, Geography, English Grammar, History, Astronomy, Painting, Drawing, Music, Dancing, and the French language.

No. 3. Mr. HALL, Teacher. Attendance, 9. Branches taught—Reading, Writing, Arithmetic, Geography, Mathematics, the English, French, Greek and Latin languages. These Schools were kept at Chippawa.

No. 4. Mrs. LATSHAW, Teacher. Average attendance, 15. Branches taught—the ordinary English branches, Natural Philosophy, History, Music, and Drawing.

No. 5. Miss TOBIAS, Teacher. Number of pupils on the Register, 27. Branches taught—the usual English branches. These Schools are kept in Drummondville.

A Private School was kept in the Village of Chippawa, on the Willoughby side of the Welland River. Mr. W. RICHARDS, Teacher. Number in attendance, 8. Branches taught—Reading, Writing, Arithmetic, Geography, the English and French languages.

The Private School in School Section No. 4, Humberstone, kept open by the German and Prussian settlers in the neighbourhood, was continued during the past year. Number in attendance, about 36.

GENERAL RESULTS AND REMARKS.

I have found during my visits among the Schools of the District the past year, a very great improvement in many localities, in the increase and regularity of attendance, the higher order of qualifications among the Teachers, the better supply of books and other facilities for communicating instruction with advantage, and in the general interest and feeling manifested in favour of the Common Schools by the people themselves.

The foregoing statistics compiled from the official returns of School Trustees fully justify the conclusions thus arrived at from personal observations. It will be seen by reference to them that the increase in the number of months the Schools were kept open during the past year, has been nine per cent over the preceding year, and 19 per cent over the year 1846; that the attendance in 1848 exceeded that of 1847 upwards of 15 per cent, and that of 1846 upwards of 33 per cent, while at the same time the increase in the averages and in the number of pupils in the higher classes and higher branches, and the increase in the apparatus and School requisites have been in a greater ratio than in the attendance and time taught.

Although the standard of qualification among Teachers has been speaking in general terms, materially elevated the past year, still our District labours under embarrassments from a want of a suitable number of properly qualified Teachers. A decidedly more healthy state of public feeling with regard to that important class, their attainments, standing, general bearing, and usefulness in community, not only as Teachers but as *men*, is beginning to exist, and the demand for first class School Masters is altogether beyond the means of supplying it. Considerable relief in this respect I conceive, might be afforded without prejudicing the interests of any one, by repealing the restrictive clause of the School Act, with regard to licensing Alien Teachers, but I should look to a different source for a permanent cure for the evil. I am of opinion that the true remedy will be to make teaching a distinct profession, to allow it to rank with the learned professions, and to raise up its members from among the respectable, the talented, and industrious youth of our own land. The limits of this Report preclude me from giving anything but conclusions, therefore I shall only add, that to induce such to enter the profession with a view to make teaching a business for life, more adequate remuneration than has heretofore been given to a majority of Teachers should be provided, their situations should become more permanent, and they should hold a place in public estimation equal with that of the Clergyman, the Physician, and the Lawyer.

A small number of Students from the Provincial Normal School has been employed during the latter part of the past year, and the great improvement in the method of teaching, and in the general management and government of their Schools which they exhibited, has been such, as in most cases, to entirely change and correct the tone of public feeling in their respective neighbourhoods with regard to the modern system of conducting Schools, and also with reference to the usefulness of the class books recommended. All who have an opportunity to observe those persons in the discharge of their duties, must be convinced of the superiority of trained, over untrained Teachers, and that the Normal School, if properly sustained, is destined to render an incalculable service to our country.

In many parts of the District where good Schools have been kept open for a number of years, a laudible desire for reading, and for information prevails among the youth of both sexes. In such neighbourhoods, the establishment of School Section Libraries would prove highly advantageous, by placing within the reach of the young, the active, and enquiring

mind, well written, rational and instructive books, in the room of those cheap, trashy works of fiction which constitute at present, almost the only reading matter available.

The formation of Teachers' Institutes, have been found in other countries to operate beneficially, by arousing a spirit of worthy emulation among Teachers, by placing means within their reach, for extending their knowledge of the various subjects to be taught, and of the best method of communicating instruction, and by bringing Teachers out before the community as a distinct profession. I venture to hope that both these subjects may engage the attention of the Legislature during its present Session.

Having thus presented a statistical account of the condition of our Schools, and of the progress made in them, and, as far as the limits of this report will permit, having alluded to those modifications of our School laws and School system, which appear to me worthy of the consideration of the Council, I beg in conclusion to remark, that though the Schools, the system and the School laws, are doubtless susceptible of considerable improvement, still it must be gratifying to that body to find that the former are steadily and rapidly increasing in efficiency, and that the latter are now tolerably well understood and very generally admitted to be practical. It cannot be less gratifying to the Council to find that the liberality with which it has provided for the support of Education in the District, has been met by a more than corresponding liberality on the part of the inhabitants, in raising means by Rate Bill and other voluntary contributions for the same noble purpose; that our Common Schools, institutions so excellent in themselves, so essential to the preservation of the rights and liberties of a free people, so essential to the fitting of such a people for the rational enjoyment of their liberties, and for the full development of the resources of a new and productive country,—institutions so peculiarly adapted to lead to the moral, social, and intellectual elevation of the whole community, and so intimately connected with the best and dearest interests of our young and thriving Province, and upon the success of which the happiness and prosperity of our people so much depend are becoming so highly valued and so justly appreciated by those for whose benefit they were established and on whom the pecuniary burden of sustaining them must principally fall.

I have the honor to be, Sir,

Your most obedient Servant,

D. D'EVERARDO,

Supt. C. S. N. District.

DAVID THORBURN, Esq., Warden, &c., &c., Niagara.

HON. HORACE MANN.

Gov. BRIGGS, in his late Message to the Legislature of Massachusetts, pays the following richly merited tribute to the distinguished individual above named:—

"The Hon. HORACE MANN, who has been the Secretary of the Board of Education from the time of its organization, has made his Twelfth Annual Report; and this report terminates his official connexion with the Board. By the voice of his fellow-citizens, he has been called to another and a different field of action. These twelve extraordinary reports of the late Secretary of the Board have not only exerted a great influence in his own Commonwealth, and in the other States of this Union, but they have attracted the attention, been eagerly sought and read by, and excited the admiration and respect of the friends of education, of letters, and of learning, throughout all the governments of enlightened Europe. The estimation in which the Board of Education hold HORACE MANN and his services, will appear by the resolutions unanimously passed at their last annual meeting, placed upon their record, and which are made a part of their report to the Legislature. They say 'that, in reviewing the official course of the Secretary of the Board, we are led to contemplate extraordinary proofs of the devotion of talents of the highest order, under the influence of the purest motives, to a work of usefulness, which, in respect alike to the magnitude of its results, and the nature and extent of the labour involved in it, must be deemed as unsurpassed in the annals of the Commonwealth; and 'that, yielding to the necessity of dissolving the connexion, which has so long subsisted between the Board and its late Secretary, we desire to place on record, and to tender to Mr. MANN, the most unqualified assurance of our official approbation of his services, and of our warmest personal regard, and best wishes for his future usefulness, honour, and happiness.' After five years of personal and official intercourse with Mr. MANN, it gives me pleasure to say, that these resolutions meet my entire and sincere approbation. He has made himself a benefactor of his race."