

in the inspection of the Schools, and the spirit and manner in which the School Act should be administered.

This Circular will be found in the Appendix, marked No. 5.

5. I was proceeding with a similar Circular to Trustees of Common Schools, when I found the provisions of the Act, in relation to the most important and difficult part of their duties so indefinite and defective, that I thought it better to defer any formal communication on the subject until this part of the Act should be amended. The School Bill, as originally prepared and introduced into the Legislative Assembly, expressly defined the powers of Trustees relative to imposing rate-bills for the repairs of School Houses, Salaries of Teachers, &c. This clause was opposed and lost in the House of Assembly, and no other was substituted in its place, so that Trustees have been not a little perplexed to know on whom or on *what principle* they are authorized to levy rate-bills for the repairs of School-houses, &c.

Indefiniteness and obscurity in so vital and practical a provision of the Act has given rise to considerable dissatisfaction, and the defect is charged upon those who had sought to prevent it.

6. In order to secure uniformity and completeness in the Reports of Trustees and District Superintendants for the current year, I have got blank forms of Reports printed, and I shall distribute them before the close of the year.

7. I have some time since submitted the propriety of publishing a semi-monthly *Journal of Education*, devoted exclusively to that subject; also, of making a *personal visit* in the course of the year, to each District in Upper Canada, employing a day or two in free conference with the Superintendent, Visitors, and other friends of popular Education in each District, on the present system of public instruction, and the best means of promoting its efficiency. But I have not as yet learned His Excellency's pleasure on either of these propositions.

Such have been the means employed, in addition to the ordinary correspondence of the Education Office, to carry the present School Act into effect. It is, of course, impossible to state results within less than six months after the general provisions of the Act have come into operation. But were it consistent with the object of this Report, I could adduce conclusive evidence of an improvement in the organization and prospects of Common Schools in