

and 75 on the Teacher's daily roll. My journey to this School was through a rough and apparently thinly settled country. There was nothing to be seen around to indicate a School so numerously attended. My surprise and gratification were therefore equally great when the busy scene opened before me. On my arrival the Scholars were enjoying themselves in the open air during the intermission at noon; but in a few minutes they were collected together and arranged in the best order the very limited bounds of the School House would allow; and their examination showed that Mr. McDougal had not neglected his numerous charge. Mr. Morrison's School in Perth has sustained, during his Superintendence of it, a well deserved reputation. His system of instruction is admirable; and is alike calculated to excite and fix the present attention of the Scholar, and to promote his sure and steady improvement. It is to me, and to many, a source of regret that we are to lose his services as a Common School Teacher; and I feel assured that all who know him will join with me in the most sincere wishes for his future welfare.

The Teachers of several other Schools may also be noticed with commendation, among whom may be named Mr. Heely of Carleton Place, Mr. James Poole, and Mr. Yorke of Ramsay, Mr. McDougal of Beckwith, Mr. Lindsay of the same Township and Mr. Thos. Poole of Pakenham.

If I do not now mention other Teachers by name, it is not because I think slightly of their labors, or undervalue their services. I trust it will yet be in my power to make honorable mention of many who labor diligently and patiently in their vocation, and whose pupils will doubtless soon evince such improvement under their care as will merit especial notice in some future report.

There are a few young men lately entered upon the important and responsible duties of Common School Teachers, who give fair promise of becoming an important acquisition to the District as Instructors of youth. I trust they will receive from

those who employ them that respect and encouragement so powerfully calculated to lighten their labors, and to give to their endeavours a successful issue.

The School Houses throughout the District are in general much too small for convenience and comfort. They are, for the most part, built of logs,—not more than 20 feet square, and seldom 8 feet high. Many are much smaller and of less height. And in each of these are crowded together during the winter months from 25 to 40 children. The interior arrangements are often very defective, increasing the labor of teachers, and retarding the improvement of the Scholars. It is much to be desired that some regular and fixed plan were adopted by competent authority, showing in detail the most suitable size, height, and fitting up of School Houses. And I would strongly recommend it to the consideration of the Council whether it would not tend to the promotion of learning, if they would adopt some By-law, having for its object, the carrying out of such improvements, to be made operative upon all parties applying to them for sums of money "to be levied for the purchasing of School sites, and the erection and furnishing of School Houses." At present, where money is levied for these purposes, the duty of seeing it expended is often entrusted to incompetent, or selfish, or obstinate persons, who effect much less with it than might be accomplished with the same sum of money under a well devised and known plan. I have no desire to advocate unnecessary expenditure; but I am anxious to see a well arranged and sufficiently commodious class of School Houses superseding many, in various parts of the District, now used as such; but which, from want of room and other requisites, are quite unfit for the purpose. If the inhabitants of School Sections would but lose sight of their merely personal interest in matters of this kind,—if they would unite for the general good of their Sections,—if they would sacrifice a little present time, or some trifling passing enjoyment, to aid in the erection and proper furnishing of good and substantial build-

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