

With the view of securing full reports for the whole of the first year under the new School Bill, the several periods for giving in the reports were changed, so that the whole operations in 1842 might be reported by the Councils in February, 1843, to the Provincial Superintendent.

Having notified the apportionment of the Common School fund to the several Treasurers, and having forwarded the forms of reports to the District Clerks for distribution among the Commissioners in their respective Townships, the next duty required by the Provincial Superintendent by the Statute was the annual Visitation of the several Municipal Districts. This duty became the more necessary to receive early attention, as it appeared from the correspondence with the Education Office that there was in general great ignorance among Common School Commissioners and Teachers regarding the provisions of the School Bill.

It was, therefore, decided to intimate to the several District Clerks the time when their District would be visited, and request them to inform the Teachers of the intended visit, and to urge their attendance in the District Town, at the appointed time, and with them at least one School Commissioner from each Township. The most prominent points which presented themselves, as deserving special attention of these meetings, were:—

First.—To explain to Teachers and Common School Commissioners whatever difficulties they might have met in the School Bill, either as interesting themselves personally, or that might tend to encourage them to carry the Bill, so far as practicable, into full and efficient operation. With this view the Commissioners and Teachers, and all present at these meetings, were invited to put such questions as they thought proper, in order to elicit the information they required. These explanations appeared, in general, to be pleasing to the District Meetings, and their approbation was frequently shown in the most unequivocal and gratifying manner. Many of the District Meetings were attended by the Warden and some of the Councillors, who kindly assisted in eliciting information, and in explaining the provisions of the School Act, and showed that they had the subject deeply at heart.

Second.—To ascertain the Text Books which were recommended by the Commissioners in each Township to be used in the Schools under their charge, as directed by the School Act. The Teachers were left to name their own, or rather to teach such books as the Parents chose to send. In several instances it has been stated by Teachers in the Public District Meetings that there were only two or three old tattered fragments of Text Books in their Schools, considered as common property, and used by all in attendance, the Parents refusing to purchase Books, from the conviction that the School Act provided for the supply of School Books by assessment on the Townships. Where the Commissioners have named the books, it is generally found that the Teachers are not obliged to use no other books, these being recommended only in so far as practicable, which is generally interpreted by the people to mean, so far as they are obliged to purchase new books, which is rarely the case while they have any old books on hand. From these circumstances Teachers seldom have the power of forming their pupils into classes in any part of their studies, and therefore cannot excite that emulation which is so necessary in carrying forward the education of youth. Besides, many of the books in use were both old and antiquated, and ill comported with the improvements of the nineteenth century. In a few instances the Commissioners have employed the Teachers in the Townships, as a body, to submit to them a list of the books which they would recommend in the several departments of an English education. These lists have, in general, been as judicious as the present means of supply in the Province would admit of.

Third.—To ascertain the Course of Study, and the general Rules for the conduct of the Common Schools, as prescribed by the Commissioners. The Course of Study not having been specified in any written instruction given to the Teachers, only a very confused idea has been formed on the subject, the only data upon which to proceed being the books prescribed to be used in the Schools. But even here no order was pointed

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