

parted, habits of respect, order, cleanliness, and all the other social virtues, are seldom thought of, or are left to be formed or not, as chance may determine, when the pupils shall have passed into the world, away from the control of their Teacher, and beyond the influence of the School-room.

"While this is only too true a picture of a majority of the School-houses and their appurtenances, within this district, there are some which, being substantially and comfortably built, well supplied with suitable apparatus, and in one or two instances, with some regard to a few internal decorations, reflect great credit upon the Proprietors and Teachers. Three new ones, built or opened within the year, must be added to this number; one in Palmerston, Kent; another in Bathurst, and a third in Douglstown. The two former are public property, the latter private; and all three excellent and spacious structures.

* - * * * *

"*French Books.*—The subject of French Books I have already brought to the notice of the Board of Education, and recur to it not only to state my belief that the delay in providing a suitable supply of these books admits of a convincing, if not a satisfactory explanation. I understand that a considerable sum was voted by the Legislature some years ago for the purchase of books for the French Schools, and that it still lies unappropriated.

"It is a question with many, albeit good and patriotic men, whether the policy be a good one which encourages the cultivation of the French tongue in a country where the great majority of the people are either of British origin or speaking the English language. But without entering upon a discussion of this policy here, there surely can be no question that, if the French language is to be taught as a vernacular at all, the more complete the means for teaching it the better. And even if it were the desirable thing which some maintain, that the French population should be more generally instructed in the lan-

guage of the majority than they are at present, it does not follow, that to abolish or neglect the cultivation of French is the best means of acquiring English. So that, viewing this subject in the light of justice, or even of expediency, it seems most important that your Agents should be furnished as early as possible with a suitable supply of the most approved elementary text-books in the French language, in order that the French Schools may be placed, as regards books, on an equal footing with the other Schools of the country.

"Before leaving the subject of books, permit me to draw the attention of this board to the great necessity of furnishing the Schools with what are usually called sheet-lessons. In the use of these there is a saving both of time and money. Two or three children are all that can be accommodated at one of the three-penny books with which our Schools are pestered, while a dozen or more can be taught at the same time and with perfect ease from one sheet. A set containing all the lessons in the First Book could be manufactured in the Province, and sold for about half a dollar.

"*Inspectors' Prizes.*—No pains should be spared to secure the regular attendance of the children at School, and the diligent use of their time there. For this purpose, the School-room should be made attractive, the lessons should be made attractive, the Teacher himself, if possible, should be the centre of attraction; but something more than all these is wanting in order to secure the hearty co-operation of the pupil in the work of his own education. I venture to suggest that a few small volumes as prizes should be entrusted to the Inspectors, and to be called '*Inspectors' Prizes,*' to be by them awarded at the time of their visits, to such pupil or pupils as by their good conduct, regular attendance, and proficiency in their studies, would seem to be entitled to such distinction. To this it may be objected that good conduct, regularity and diligence will bring their own reward;