

*"History.*—This branch is professedly taught in 125 Schools. The text-book most commonly employed is the History of England, and is used for the practice of English reading. These reading lessons, with few exceptions, constitute nearly all the instruction given in history.

*"There are other branches taught in our Schools, such as book-keeping, geometry, algebra, &c., but, as will be seen by the returns, to comparative so few pupils, that more minute mention is not considered necessary at present. Latin indeed is taught, and taught well, to a few boys in the Superior School at Campbellton, and French to—pupils, exclusive of such as are of French origin.*

*"Apparatus.*—There is still a great want of black-boards and other apparatus in many of the Schools in this District, though indeed the number of these useful accessories has been somewhat increased during the term. There are several Schools provided with black-boards, which the teachers either neglect or do not know how to use.

*"Books.*—The insufficient supply of books is the subject of more complaint than the want of uniformity, though the latter evil exists to a greater extent than could be wished. This insufficiency arises from several causes; in some instances from the poverty, in others from the indifference of parents, while in one or two cases, the supply in the hands of your Agents is not equal to the wants of the neighborhood. This subject will require the immediate attention of the Board.

*"School-houses.*—Of all the evils connected with our educational affairs and they are neither few nor small, the School house is perhaps the saddest and the sorest. The appearance of many of these buildings, nay even the bare recollection of their appearance, is enough to make one laugh and weep by turns. In many districts of the North, the traveller would have no difficulty in singling out the School house, if he would but pitch upon the smallest, dirtiest, shabbiest fabric in the settlement. The walls

of a great many of the old log houses have never been shingled. In fact, the logs have been so roughly hewn as to render shingling either impossible or useless. The crevices between the logs are filled up with moss during winter, and on the approach of summer, the moss having either fallen out or been removed, the crevices become ready made ventilators. Neither is there much sign of improvement in the three new houses built of logs. The interior is also in keeping with their external appearance. The floor is often of the roughest and rudest materials,—in a few cases, of nothing more than spruce or cedar rails, over which are laid two or three rough boards at one end of the room where the Teacher usually sits or stands. The desks I have already partially described. The most of them has been of an inferior description at first, and time and knives have not improved them. The benches too are unsightly things, many of them nothing more than pieces of boards or planks laid upon blocks. These blocks, and many of the benches otherwise well enough made, are not unfrequently found between two and three feet high. Just imagine the misery endured by young children condemned to sit and swing their aching legs for five or six hours daily in such a posture.

"I have thus attempted to point out some of the chief defects in the School-houses of this district, in order that public attention may be most earnestly directed to the matter, and measures devised to remedy the evils. Great importance should be attached to the School room; it is a Teacher in itself, and so is every thing about it. But there is still a very common notion in the public mind, that if the School-house is only large enough to contain, not to accommodate the scholars, and a few rude benches and desks provided for them to sit and write on, any thing more would be superfluous. Such notions have their origin in the prevailing mistake of regarding instruction as every thing, and education nothing; so that, provided the requisite information be im-