

APPENDIX (F.)

for Schools, by which means the most competent Teachers would obtain the most eligible situations. I would further respectfully suggest the propriety of raising the qualifications of some of our Teachers somewhat higher than the requirements of the present act, as respects the first Class—that is, that the second Class of the late School Act be restored—and I would also say the same of the scale of pecuniary allowance which the Legislature at present makes for them. Without some liberal encouragement from our Local Government, in a country so generally poor, and where Schoolmasters are so poorly paid, we can never expect that men of character and qualification would submit to the toil and drudgery of teaching a common School as a permanent vocation.

As respects the dimensions of School-houses, I would beg leave to remark, that although the Act requires that they should be “sufficient,” very few throughout the Island are of a size, or otherwise sufficiently furnished, to correspond with the true intent of the Act. This evil might be remedied, by enacting that all School-houses should be of certain dimensions, and furnished with a definite number of seats and desks.

In conclusion, I would beg to express my despair of ever seeing Education universally diffused, while our Schools depend for support, to such an extent as they do, upon voluntary contributions. Could an equitable scheme of Assessment be devised, by which, if not every man, at the least, every person having a family to be Educated, should contribute to an Educational fund, permanent Schools might be established in every District, and the means of Educating his children placed within the reach of the poorest man in the Colony.

THE following presents a view of the state of the different District Schools of the Island, embracing, in one general Annual Report, the result of three several visits, and examinations of all those Schools which have been established, or in operation, prior to the First day of January, 1839.

QUEEN'S COUNTY.

Sable District School, Archibald M'Kinnon, Teacher.—This School numbers 60 scholars; 53 was the greatest number I found present at my examination. The Improvement displayed by the scholars from time to time was highly satisfactory, several having acquired a correct knowledge of English Grammar, Arithmetic, and Book-keeping; the rapid progress made by a junior class, particularly in reading, afforded a pleasing proof, along with the general proficiency of the pupils, of the diligence and efficiency of the Teacher. A new and commodious School-house has been erected in this District.

Elliot River, Donald Lamont, Teacher.—This School having been in constant operation during the last year, the proficiency of many of the scholars was equal to my expectations, and creditable to the continued exertions of the Teacher. The branches taught are Geography, English Grammar, Book-keeping and Arithmetic—the number attending 30.

The School of Lot 33, Princetown Road, is taught by Alexander M'Cabe. The average attendance of scholars is 25. Although none of the pupils here are much advanced, they appear to be well grounded in the knowledge of the various branches they learn; and the good method pursued by the teacher tends to preserve the utmost order and discipline in the School.

The Dog River School is taught by Malcolm Darrach—numbers 40 in daily average attendance. The proficiency of the scholars during this year has been upon the whole satisfactory, several being well advanced in Grammar, Arithmetic and Writing.

Lot 34, St. Peter's Road, Robert Robertson, Teacher.—This School numbers 45, of which 40 have usually attended examinations. The high character which this school has gained for the proficiency of its scholars, continues still to mark it in the correctness of their reading, their intimate knowledge of the various branches of English Grammar, Arithmetic, &c. in which they are thoroughly grounded gradually as they advance; the specimens of Writing proved also creditable; the Inhabitants of this District enjoy the advantage of having had their school in constant operation during several years under the same teacher; the good effects of which are so apparent as to require no further commentary.