

pursued by yourself. \* \* \* Previous to my opening the school the only system followed was the absence of all system, but I had no difficulty in introducing order, and none in maintaining it ; I have used the *cane* but once since I came. Natural Philosophy is taught as you teach it by object lessons, but I am cramped in that, as in every thing else, by the lack of necessary apparatus. I beg that you will accept my cordial thanks for the pains that you took with me while I was with you, and I return my thanks to the Committee."

We have also most favorable reports from many other schools, even the substance of which it would be inexpedient to introduce here, but copious remarks will be found in the "tabular statement," embracing in a smaller compass the most important of the facts.

It is due to truth, to state that there has been ground for *complaint* as well as *congratulation* ; of one school there is a memorandum :

"The master is severe but the children are disorderly ; there is progress but it seems to be in spite of bad management ; there are no maps, no suitable works, most useless desks, and a school house that seems to be used also as a kitchen."

Of another :

"The master despises his profession, smokes his pipe to wile away the time, and only looks forward to the day when his salary will be due."

A remedy was quickly applied to the latter case ; in the former, advice was given and well received, and it is felt that a little training would produce an efficient master.

It is useless to hope for improvement when there is *dislike* and *contempt* for this most important profession ; the proper course is a prompt dismissal to more congenial duties, but when there is an earnest desire for efficiency and success, though it may be sought in a wrong way the obvious remedy is the training school.

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The present year has witnessed a great increase in the number of the Society's schools, and a vast improvement in the efficiency of its teachers. The teachers and students now in the employment of the Society under the Montreal Superintendence, together with those trained by us, but for whom situations have been found under other supervision, number 53, whilst the children under instruction, present in the several schools on the day of examination, number