

natural result was, that Teachers were sometimes appointed to instruct the young, who were not competent to teach even the ordinary branches of an English education. Not receiving any compensation for their services, these Trustees could not be expected to neglect their own business in order to serve the community in which they lived, and hence few, if any, ever visited the Schools to ascertain how they were conducted or to examine the children. Teachers might therefore neglect their duties or perform them imperfectly, as there was no one to oversee them or call them to account. Having no examinations of the pupils, and no kind of exercises fitted to stimulate the children in their efforts to acquire knowledge, or the Teacher in his endeavors to impart instruction, there was consequently but little life, progress or interest visible.

While this was the general aspect of our Schools, there were also honorable exceptions, where the Trustees were both qualified and faithfully performed their duties. The same can be affirmed respecting the Teachers, for some of our most efficient ones at present, also taught under the old system. All these greatly prefer the new system; they regard the visits of the Commissioners, and of the President of the Board as eminently conducive to the prosperity of their Schools. The children look forward with great interest to these occasions. As we always examine a number of classes without previous notice to those who are to be examined, the whole School is beneficially affected by these visitations and the exercises connected therewith. These visits also afford opportunities to teachers to exhibit their methods of instruction, and they are gratified and encouraged when they see that their efforts to instruct the young are appreciated. We also make these visits subservient to the interests of Public Instruction, by conversing with Teachers on the best methods of imparting knowledge and maintaining good discipline. We have been very fortunate in our selection of teachers; with few exceptions they are well qualified to instruct, and good disciplinarians. We already witness a decided improvement in the condition of the Schools, and parents bear testimony to the increased interest which their children manifest in their studies.

I regret to say that many of our School-Houses are in a dilapidated condition—some must be rebuilt, and others require extensive repairs. We have built one new house, and another is under contract. Nearly all our houses require attention; some need new desks, wood sheds, and other improvements. We have not considered it prudent to expend much money at present in building new houses; we are endeavoring to create a fund for this purpose, and in the meantime only make such repairs on houses as are absolutely necessary. If the law could be amended so as to require or authorize a capitation tax of fifty or even twenty-five cents per term, for each pupil, it would aid us materially in the creation of a building fund. Such an amendment of the law would enable us to commence the building of new houses on an improved plan at an early day. Houses built according to the models given in the