

er than is spent in acquiring any of the common arts or learned professions, and abundantly sufficient, with ordinary diligence, to complete a course even more enlarged and comprehensive.

Having explained the course to be pursued in the Primary Schools, it might be proper in this place, to present a selection of proper books for these schools, but the Superintendent would rather refer the determination of the matter to the decision of the Executive Department of the State, or he would prefer to consult the wisdom of that department upon a matter so important and interesting. But while upon the subject, he will state that uniformity in the use of school books, in itself so desirable, is more especially so, from the circumstance of teachers being frequently changed. Without some general standard to appeal to as authority, every new teacher will introduce his own favorite school books; and if they differ from those used by his predecessor, it will necessarily interrupt the advancement of children in their course of study, and will involve the expense of new books. All this inconvenience may be avoided by using the same books in all the schools. It is therefore, respectfully recommended that it be made the duty of the Superintendent to present a selection of proper books, stationery, and appendages for the use of the Primary Schools, to the Governor and Council, whose duty it shall be to adopt such as shall be approved of by them, and affix the rates at which the same shall be supplied, upon the requisition of the Trustees, or other authorities, under the law.— And in anticipation of this course, the propriety of which would seem to be unquestionable, the Superintendent despatched circulars to the Commissioners of Primary Schools in the several counties, as contained in the exhibit (C,) and accompanied the same with the notification (D,) to the trustees of the School Districts.

The Superintendent will next proceed to give some advice on the mode of instruction to be pursued in the Primary Schools.

In the instruction of youth, the first object of the teacher should be to make the study a voluntary and agreeable employment. Children are naturally averse to all serious occupation, and prone to desert their books and resort to play. Not sensible of the immediate advantage of knowledge, and incapable of appreciating the ultimate benefits to be derived from its acquirement, they are restless and impatient under the restraints which it imposes; to overcome this restlessness and impatience; and to render the pursuit of learning voluntary and pleasing, are preliminary points