

and the Books to be used, is taken from the School Trustees, and placed in the hands of those competent to discharge so important a duty.

To promote uniformity, it strikes me that the Chief Superintendent should be invested with authority to decide upon the text-books to be used in the Schools. It will not now be difficult to make a suitable and popular selection, as Canada has been favoured with the republication of the educational works of the Irish National Board of Education, —a series, in regard to the pre-eminence of which, there cannot be a difference of opinion, and one which all who have the welfare of the province at heart, would be glad, I am sure, to see introduced into every School throughout the land.

But, in order to carry out fully the benevolent intentions of the Legislature, in their endeavours to promote the Educational interests of the Country, the establishment and endowment of Provincial Normal Schools ought to be regarded as indispensable, and should be carried into effect.

Attaching the greatest importance to these Institutions, I consider that much of our future success in the Education of the people is to be accomplished through their instrumentality. They alone will elevate the standard of Common School Instruction, and render the present School System popular and useful. In such Schools, special attention is given to first principles, and to the elementary branches, also to the best modes of teaching, and managing and governing Common Schools; and, in all these respects, our Teachers must be improved before their efforts will tell to any great extent upon the educational interests of the rising generation. Of what benefit are educational privileges, so long as Teachers are employed who are not only deficient in a knowledge of most of the essential branches, but totally ignorant of the art of teaching? In this condition, it must be admitted, a large majority of the Teachers of Common Schools are found in Upper Canada, which can only be effectually improved by some such agency as I have ventured to prescribe and recommend.

Normal Schools have been tried in Europe, and, from the testimony of those who have had charge of them, and others, it appears that they have been instruments of immense good to all upon whom their influence has been brought to bear. Similar results will attend their operation in Canada. . . .

ALEXANDER MACNAB,

COBOURG, 1st of August, 1845.

Acting Assistant Superintendent of Education.

ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS FOR UPPER CANADA, FROM AUGUST, 1845, TO AUGUST, 1846.

To His Excellency the Governor General of Canada:

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to lay before Your Excellency the Annual Report of Common Schools in Upper Canada for the year ending August, 1846.

The annexed Statistical Tables have been constructed from the Reports of District Superintendents. Though as full as the circumstances of the several Districts would permit, they are too imperfect to present a complete tabular view of the State of Common School Instruction in Upper Canada.

I. NUMBER OF COMMON SCHOOL SECTIONS AND SCHOOLS.

The number of School Sections in Upper Canada is 3,094; and the number of Schools is 2,736; leaving 358 School Sections, or nearly one in nine, without a School. There is also reason to believe that the School Sections, in many if not most of the Districts, are too numerous,—thereby dividing the resources for procuring competent School Teachers, and often shortening the period of tuition in the feeble Sections, and in the inferior