

DEFECTIVE NATURE OF THE LOCAL SCHOOL REPORTS.

Many of the Township, Town and City Superintendents reported, and in a manner, too, reflecting great credit upon themselves, but this cannot be said of the generality of the Superintendents, who have occasioned the County Superintendents much inconvenience in preparing for this Department their Reports.

Much allowance, however, should be made for the inexperience of parties called upon to execute the provisions of a new and complex system of Common Schools. Another year will, doubtless, effect a vast deal, not only in waking up additional interest on the subject of education among the inhabitants generally, but also in prompting the School authorities to the efficient discharge of official duty. Much, in this way, has already been accomplished by the efforts of the County Superintendents, who deserve the gratitude of the Country for the satisfactory manner in which, generally, they have performed the arduous and responsible duties of their important office.

GENERAL REMARKS ON THE STATE OF EDUCATION DURING THE YEAR.

In looking over the operations of the past year, there is much to encourage a united, vigorous and persevering effort to diffuse the unspeakable blessings of Education throughout the length and breadth of the land.

A higher grade of qualifications for Teachers is required. A larger amount of money, than in any former year, has been raised for their support, new and improved modes of teaching, of school government, and of discipline, have succeeded in many of the Districts to those which have hitherto prevailed; instruction of a better quality and to a greater extent than ever before is communicated to the young, so that now a majority of the Common Schools in Upper Canada are manifestly in the condition of improvement, and bid fair, in the course of a few years, to occupy that respectable position in the Country which their designation so justly entitles them to claim.

THE COMMON SCHOOL AND ITS POWER FOR GOOD.

The Common School, without any kind of question, is a most interesting institution and one upon which, it must be admitted by all, are suspended issues to the future well-being of individuals, and of the community in general. Education, as the means of improving the moral and intellectual faculties of man, and thus fitting him for those high destinies, which his Creator has prepared for him, is under all circumstances a subject of the most important consideration. Viewed as connected, either with the cause of religion and morality, or with the prosperity and permanency of political institutions, it cannot fail to excite the deepest interest in the mind of the Legislator and Philanthropist. . . .

Where it is not possible to establish Colleges, the best expedient yet devised to furnish the mass of the people with the benefit of learning is the establishment of Common Schools, which, being spread throughout the country, bring improvement within reach, and, as it were, to the very door, of the humblest individual. The branches taught therein are those which are indispensably necessary to every person in his intercourse with the world, and to the performance of his duty as a useful member of civil society, and should ever be required to include in addition those principles of morality and religion which are the foundation of everything in man truly great and good. Formation of character is the highest object to be obtained by Education, and this can be secured in such a way as to make it a blessing to its possessor, and a benefit to the community, only by a thorough training.

The advantages resulting from the proper instruction of all classes in the elementary branches of education seem now to be pretty generally admitted. A difference of