

tern District Council has also joined in this formal recommendation of the National School Books. In other District Councils, the subject seems to have been overlooked; but we observe by several Annual Reports of District Superintendents just received, that the National School Books are rapidly superseding all others in our Common Schools; and from what has been effected during the last year, and the increased and general demand for these excellent books, and the large supplies of them which are being provided, we doubt not that in the course of three years will be accomplished in Upper Canada what the Educationists and School Authorities in the neighbouring States have been labouring nearly twenty years to effect—the use of uniform Text-books in all the Common Schools.

In the course of the present year, we hope an important step may be taken towards creating another essential element of a good school system—another stream of fertility to the intellectual soil of the country—a cheap and suitable series of books for School Libraries. Thus may each young person in the land, at an expense not exceeding that which is paid for a single volume, have access to the works of the wise and good of all ages and nations,—given in the best style in his own native tongue.

SOME OF THE RESULTS OF THE FIRST YEAR'S OPERATIONS OF THE PRESENT SCHOOL LAW.

Facts are beginning to accumulate, illustrative of the operations of the present school system; and facts are better than speculations, and furnish the best answer to objections. It is known that the only statistics of schools heretofore forthcoming,—as was shown in a statistical sheet prepared in the Education Office upwards of a year since—related to the number of children of school age, the number of children attending Common Schools, the number of such schools, the time during which they have been kept open, and the amounts paid to Teachers. From such meagre statistics, no correct notion could be formed of the educational state of the country—nothing as to the number and character of private schools, the branches taught in the Common Schools, the number of pupils pursuing each, &c., &c., &c. To supply, to some extent, the deficiencies in the statistical returns of former years, new forms of Trustees and District Superintendents' Reports were prepared, printed, and furnished to each District throughout Upper Canada. Complaints have been made in some instances of the minuteness of these forms of reports, and of the trouble and difficulty of filling them up—although they are little more than half as extensive as those required by the State Superintendent of Schools in New-York. Of course it requires some labour to collect and compile information on any subject; and new forms have, doubtless, in some instances, embarrassed parties not accustomed to fill up such reports. The first results of the new forms of local