

"The most gratifying aspect presented, in comparing the results of the years designated, is the very large increase of pupils engaged in the more advanced, or higher, branches of English Instruction; such as the Use of the Globes, Algebra, Geometry, Surveying, etcetera, National Philosophy, Book-Keeping, Chemistry and Astronomy. The introduction of these studies into our Common Schools has been sanctioned by the Legislative Department of our Government, and is approved by the most distinguished and experienced men of our times, engaged in promoting the cause, and advancing the interests of public instruction. The pupil who may now be seen solving a problem in Geometry, in one of our Common Schools, will, ere long, be found demonstrating the more difficult problems of Political Economy, or, with a keen and animated intellect examining and discussing the Science of Human Government in our Halls of Legislation."

From what has already been done, I am satisfied the Schools in Upper Canada may in four or five years be made as efficient and potent in all respects as those of the State of New York.

VII. BOOKS USED IN THE SCHOOLS.—IMPORTANCE AND DIFFICULTIES OF THIS DEPARTMENT OF THE SCHOOL SYSTEM.

This is also another new department of school information. As the Text Books are the Tools which the Teachers employ, in instructing their pupils, a knowledge of their character gives an insight in several respects into the state of the Schools,—aids in suggesting means for their improvement, and indicates the success of the means already employed. I have not seen a School Report, or a School publication from any one of the neighbouring States, in which the evils of the great variety of Text-Books in the Common Schools has not been acknowledged and lamented. But, it is only in the new States that effective means have been employed to prevent it. There the passing of general Common School Laws and the selection of Text-Books for the Schools by the latter having been witnessed in the older States. In the New York and New England governmental authority have taken place simultaneously, the great evil of omitting States, the School Laws were passed, and the Schools were established and carried on for many years, without Government apparently being aware of the importance of making some provision or reference to Text-Books. In the meantime, compilers and publishers of all descriptions of School Books overspread the land with them. Every part of the country was visited by rival School Book Vendors, and every School was filled with Heterogeneous Text-Books. In the midst of this multitudinous and constantly increasing variety of Text-Books, there could be no class division, and no class instruction in the Schools, and, therefore, no efficiency, or success, in instruction. The value of the Teacher's time, and the usefulness of the School were reduced more than five hundred per cent. in value. For the last fifteen years, attempts have been made by the State Governments and Educationists to cure an evil, which should in the first place, have been prevented; but the task has proved most difficult, and has as yet been very partially accomplished.

TEXT-BOOK DIFFICULTY IN THE STATES OF NEW YORK AND CONNECTICUT.

The Boards of Trustees for Cities and Incorporated Towns in the State of New York allow but one set of prescribed Text-Books to be used in the Schools under their care; and, with the view of correcting the evil, as far as possible, in the country Schools, the State Superintendent has prescribed that each Trustee Corporation shall select a series of Text-Books for their own School, and then shall not change them for a period of three years; and any disregard of any instructions of the State Superintendent subjects the party offending to a fine of ten dollars. In the New England States, the power of the State Executive has always been confined to seeing that every Township, or Town, of a given population should have a School, or Schools, of a given character,