

every member of a community should be so educated as to understand its resources and capabilities in order to their development and general utility. We find this principle is practically borne out by the course pursued by the United States,—for the greatest part of the education of that people, consists in a knowledge, so to speak, of themselves and their country. The inhabitants of that country are being continually schooled from childhood into the superiority of their country and institutions; a course which has tended more than any other to develop the resources of the Union. Every work highly eulogises the country.—Take for example an atlas, which embraces geography also, and at every step we are presented with full forms and delineations of the states, while little is said of the surrounding countries; and what is written cannot be relied upon; still we colonists use those works in our schools and other literary institutions. It is no wonder that so many of our young men, the bone and sinew of the country, have made their way within the last few years, to the states. However, many of those who had been taught, in fact, in our schools, by studying United States authors, have recently returned to the provinces, affirming that much of what they have seen and read of the greatness of the Union, turns out, on personal examination, to be an overdrawn picture, and has failed to satisfy the seeing eye and hearing ear. And many of the school books issued from the British press, especially those touching the geographical and natural features of these colonies, are little better; for instance, it is stated in the geography published by the Commissioners of National Education in Ireland, in 1849, that the chief rivers of New Brunswick are the Saint John, the *Shubenacadie*, and the *Annapolis*; and that the inhabitants employ themselves, during the winter season, in rolling logs down the banks, and taking them to Halifax in the spring. What consummate nonsense for the mother country to teach her children.

Another drawback to our educational institutions is, the want of union. The United States system obviates this difficulty entirely. The geographies of the States do not present a partial picture,—each state its own peculiarities, separate and apart from the whole. No:

but an account of the whole Union.—This is not the course pursued by the British provinces. Canada has her numerous school books, delineating her vast resources; and more recently, 1856, an inestimable work has been issued from the Canadian press, giving a full account of its history, geography, etc., for the use of schools, by *J. Rey*, a female of first rate ability. Nova Scotia has her *Hand Book of Geography and Natural History*, with a map, for the use of schools, by *J. W. Dawson, Esq.*, now professor Dawson. This little work has already gone through four editions, and is highly appreciated in the schools of the province. New Brunswick and Prince Edward Island are without any work devoted exclusively to the education of either colony. In 1856, a work was issued by *Hugo Reid*, Professor of languages and logic, and principal of the day schools, Dalhousie College, Halifax, N. S., entitled: “*Elements of Geography*, adapted for use in British America, containing the geography of the leading countries of the world, with British America fully developed, and outlines of physical and astronomical geography.” This useful little work we feel safe in recommending for general use in the schools of these provinces. It is entirely free from exaggerations, and contains 152 pages of sensibly written and closely printed matter. There are a few errors and omissions, that could easily be corrected in another edition.

What appears to us to be required for the more efficient teaching of our youth, is a work beginning with the physical and astronomical geography of the globe, as in the work of Mr Reid, followed by a detailed account of the peculiarities of each section, into which British America is divided, on a plan similar to Mr Dawson’s work, though somewhat more condensed; and the whole concluded with a brief account of the other principal sub-divisions of the globe, on the plan of Mr Reid’s work, with a map, and views of the principal cities, towns, etc., of British America. Such a work would be a desiderata in our parish schools, and of great utility to the adult population: besides, it would find its way into other countries, and ultimately tend to elevate the province abroad, as well as at home, by instructing the youth of other countries in the resources of these colonies. Some entertain the opin-