

penae, to all classes of children within its bounds, it is quite impossible to secure that uniformity of method or thoroughness of administration, or strictness of responsibility which a well-managed national bureau might achieve. The whole work is fragmentary and unmethodical. Each State has a different standard, grade or measure of school culture. It must have its own method of preparing and employing teachers, of paying school expenses, supplying books and superintending the movements of the machinery, but even when the reports of any two States happen to embrace the same items, in form, they are made upon different bases, and no comparative deductions can be made from them. This will be obvious if we contrast any of our State reports with the reports of the Privy Council on Education in England, or of other European countries, in which we have a single connected view of the working of the whole machinery, and all the connections and results, as if it were the report of a parish or district school."

That distinguished American statesman—the Hon. Horace Binney—remarks thus on the same subject, in a published private letter to a friend:

"The want has been incident to all Confederate States in all ages of the world. No mere league or treaty of alliance or federal compact has been able to give the whole people concerned a common country. Our Union has been more intimate than that of any other States, and yet I fear I must say, it has as completely failed in this respect, as it has in other countries in ancient or in comparatively modern times. We are born in the States—the State laws, bearing upon our most intimate personal relations are over us, and State officers are the agents for their enforcement. It requires a higher view and more extended observation than the young take, or than the course of education takes, to see and feel the bearings of the *union upon ourselves* personally. I should almost despair of ever finding an effectual corrective if our domestic institutions were to remain permanently in the same condition, in all respects, as they have been. Thus far, beyond doubt, the differences in certain State institutions have caused the greater part of our troubles, and finally brought about the greatest. Certainly one of the right ways is to accustom children and young people from early life, to have the whole country and nation before them, and to keep its symbol in their hearts by every means which can associate it with our virtue, our honour, and our domestic and public safety."

In the absence of any ground or pretext on which I could base a national view of education for the Dominion of Canada, I have confined my applications and anticipations to my own province. I have presented the systems and progress of popular education in several inland States of Europe, whose population separately is almost identical with that of Ontario—States—such as Baden, Wurtemberg, &c., maintaining after having achieved their independence, and enjoying much greater liberty and prosperity than some of the largest European Kingdoms. I refer to these facts to remind my fellow countrymen of Ontario that whatever may be our future relations, whether those of united Nationality