

but the selection of the Text-Books, as well as of the Teachers in the Schools, has been made by Township, or Town, Committees, and all attempts to induce the surrender of these long exercised local powers to the Executive Government have hitherto failed.

Those Governments have, therefore, been compelled to employ means to accomplish, by influence, what they could not do by authority, in remedying, what is admitted to be a fundamental defect in their School System.

The magnitude of the evil of a multiplicity of Text-Books, and the difficulty of correcting it may be inferred from the following extract from the report for the State of Connecticut, for 1847. The obvious evils of a multiplicity of Books are spoken of almost unanimously, as one of the main obstacles to the improvement of the Schools. To remove or diminish these evils a number of remedies are suggested by the Visitors, as follows:—

1. The appointment, on the part of the Legislature, of a Committee, or Board, whose recommendations, or prescriptions, shall extend over the whole State of Connecticut.

2. A recommendation, or prescription, on the part of the State Superintendent,—a compliance with which be made the condition of drawing the School Money.

3. The similar action of a County Board, or Committee, which should be binding through all the Schools of a County.

4. The School Societies, might be authorized to purchase all the Books which are needed, and assess the expense upon the scholars who use the Books.

5. The withholding of the School Money from every Society and School District which will not take the steps necessary to secure uniformity of Text Books in the Common Schools within their respective limits.

The great point to be reached is uniformity in all the Schools of the same Society and Town, and in adjacent Towns, where the population is changing from one to the other, as in manufacturing districts. There is reason to believe, that there is, at this time, a greater variety of Text-Books used in the Common Schools of the State, than there was three years ago. The attempt on the part of School Visitors to introduce new Books, without securing the removal of those already in use, has only added to the variety; and the diverse actions of the same body only "make confusion worse confounded."

Success introducing an uniform series of Text-Books into the Schools of Upper Canada.

The Connecticut State Superintendent of Public Schools then recommends the plan which had been unsuccessfully recommended by the State Board of Education to the Legislature of Massachusetts in 1838, and which has been adopted by our Provincial Legislature in our System in Upper Canada, in order to introduce uniformity of Text-Books into the Schools. Had this provision been made at the time of passing our first general Common School Law in 1841, or the second Act for Upper Canada in 1843, the difficulties of carrying it into effect would have been much less than in 1846, and the School System would have been greatly in advance of its present state; for, between the year 1841 and 1846, some new School Books were compiled and published, and many others were imported, all of them together not forming a complete, much less an appropriate, series of Text-Books. It was not, therefore, surprising that some opposition should have been manifested at the introduction of so novel and important a provision in our School System. I had shown its necessity in my "Report on a System of Public Elementary Instruction for Upper Canada"; and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and have already secured the actual support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America.

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