

disputed and successfully demanded. The parent and the child have since acquiesced in the events of that period, and there is now no necessity for fostering a spirit so naturally engendered by the separation, yet so repugnant to a generous and honorable amity.

In this respect the character of our school books is changing rapidly. Every new accession brings a more liberal spirit, and will soon relieve our neighbours from these embarrassments.

We are pleased to learn that there is a prospect of engrafting District School Libraries upon the school system of Upper Canada, and that no objections will be urged against many of the admirable works which constitute the common School Libraries of this State and Massachusetts.

As to the employment of Teachers from the United States, the Superintendent says in his report, "that less evil arises from the employment of American Teachers than

from the use of American school books." We do not see how a reciprocity of feeling and effort can exist until this inhibition is removed. We hope our respected cotemporary has been misinformed of "Canadian applicants having been rejected upon the ground of their being *British* subjects."

We are confident this is not a general rule in New-York, where the highest aim of school officers, it is hoped, is to secure the *best* Teachers. The fact is, the proximity of this State to the Canadian Provinces should prevent all national jealousy, and encourage a generous emulation for improvement; and it affords us pleasure to observe that the good spirit of the *Journal of Education*, and the enlightened devotion of the Chief Superintendent of Common Schools to the interests of Education, evince no lack of determination to cultivate the most friendly intercourse with the Teachers of this State, by whom their courtesies will be cordially reciprocated.

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