

publications; but because they are, with very few exceptions, anti-British, in every sense of the word.

"They are unlike the School Books of any other enlightened people, so far as I have the means of knowing. The School Books of Germany, France, and Great Britain, contain nothing hostile to the institutions or derogatory to the character of any other nation. I know not of a single English School Book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. It is not so with American School Books. With very few exceptions, they abound in statements

and allusions prejudicial to the institutions and character of the British nation. It may be said that such statements and allusions are 'few and far between,' and exert no injurious influence upon the minds of children and their parents. But surely no School Book would be tolerated which should contain statements and allusions 'few and far between,' against the character and institutions of our common Christianity. And why should books be authorized or used in our Schools inveighing against the character and institutions of our common country?"—(*"Special Report,"* &c., pp. 14, 15.)

Would the Conductor of the *District School Journal*, or his government, encourage or allow the use of Foreign Books in the Common Schools of the State of New-York, which reflected upon the Institutions and character of the American people? Would they patronise School-books which contained paragraphs, lessons, and orations, denouncing the government of the United States as a tyranny, its people as tyrants or slaves, its institutions as incompatible with human freedom? We are sure they would not. We are satisfied that the most enlightened Educationists in the United States will say that their Institutions do not require the support of this peculiarity in their School-books, and the removal of it will be honourable to themselves, and terminate the objection to the use of their books in the schools of other countries.

To show that the Board of Education for Upper Canada are not actuated by any narrow views on this subject, we may remark that the only American *School Geography*—MORSE'S—which has been written in a truly enlightened and liberal spirit, has been sanctioned and recommended to be used in Schools in Upper Canada.

When we advance a step farther in our School System, by providing for the establishment of Common School Libraries in Upper Canada, we doubt not but our Board of Education will readily adopt and recommend perhaps nineteen-twentieths of the admirable and cheap publications which constitute the Common School Libraries of the States of Massachusetts and New-York. Many of those publications are reprints of English books, or Translations from the French and German, and are as suitable to Canada as to the United States; as also many works written or compiled by American authors.

We acknowledge our great obligations to our American neighbours for their excellent System of Popular Education, of which our own is but an off-shoot. We have availed ourselves of their School experience and improvements, and hope to continue to do so; although we fear some of our Cities and Towns