

which was the basis of our system. All that he requested of Mr. Baldwin was the application of the principle of self-government to the School Law; and with that consistency which ever characterized him, he gave his consent. In a despotic country, everything is done for the people; and the children and people are but partially educated, because they are not taught to rely upon themselves.

VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School system of Upper Canada was entirely a voluntary one with respect to municipalities. They can tax as they please to support schools, and they can refuse to sustain them if they please. For example, the village of Richmond, in the County of Carleton, has never elected trustees nor organized its school system, and what it has done all other municipalities might also do. The system is thus the work of the people themselves. The Government does not levy a single penny of a school-rate. No country in Europe had such an efficient school establishment as Prussia; but there everything begins and ends with the Government—it was purely a Government institution; it was not founded by the people; it was not managed by them, and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada. Here the system begins and ends with the people. No school-house can be built, no teacher employed, no rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the municipality. Any county, city, town, or village, if it did not approve of the school system, could abolish it to-morrow. The only thing to be done in such a case would be for the municipality to decline to receive the legislative grant and to cease to levy a local rate. As to the question, how far Government should interfere in the management of such a system, he would say, that Government should do nothing that the people could more effectually do for themselves.

NECESSITY FOR A UNIFORM SERIES OF TEXT BOOKS.

The selection of text books was, however, one of those things which could not be left to the municipalities themselves without much injury, as by this means we might soon find ourselves in the same position as in one of the United States, where the late Hon. Horace Mann stated they had three hundred text books; whereas no country needed more than twenty or thirty text books.

SELECTION OF THE NATIONAL BOOKS FOR CANADIAN SCHOOLS.

The first thing which the school authorities of this country did in 1846, was to select these twenty or thirty text books, and then to render them as accessible as possible to the public. The Irish National Series of School Books were adopted as the common school books for Upper Canada, being the most unobjectionable and at the same time the best that could have been introduced. These books were compiled with great care and by some of the most eminent educationists of Ireland. They were the works of practical school teachers and not of theoretical men. When these books were in type a proof copy was sent to each member of the National Board, consisting of Protestant and Catholic Bishops, and other gentlemen, selected from the different religious persuasions. It was understood that any objection that might be raised by any member relative to the contents of a book, should be settled before the book was published or allowed to be printed. Archbishop Whately told him (Dr. R.) that during the time these books were going through the press no question was raised that was not amicably and unanimously settled without there having been any necessity to expunge or alter any of the sentences of the different authors. Those books, then, were unanimously prepared, and thus prepared they came before the public with a prestige above all private authority. They were adopted as text books by Provincial authority, and to render them accessible, two methods were proposed—first, to import them, and next to reproduce them. The importation of these books by Canadian publishers and booksellers had been rendered a matter of free trade by the action of the Educational Department. The Department also granted to every publisher in this country, with the sanction of the Irish Board, the right to re-print these books; and several editions of the National Books, printed upon Canadian paper, and published by our own publishers, were now before the public, which had the effect of reducing their price 25 or 30 per cent.; and better than all, most of the globes, school maps and apparatus used in schools are now manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical powers of a certain quality procured in England or the United States could not be sold for less than \$30, while a similar set, in every respect equal, was produced and sold in Canada for \$19. The same was true of the chief part of the other articles in the Depository. He thought that Canada should not only have her own school laws and her own teachers, but that we should have every article required for our schools manufactured in our own country.

NECESSITY FOR A CANADIAN SERIES OF SCHOOL BOOKS.

It was found, that when the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it would be followed by the Elementary Arithmetic; and gradually the whole series would become *Canadianized*, as it were. Speaking of a Canadian Geography, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their country, in their own geographies, as the greatest people and country in the world; and as many of these geographies were in use in Canadian schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was being done; and in our endeavors to prepare a Canadian Geography, we are trying to make ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.

ARRANGEMENTS IN REGARD TO PUBLIC SCHOOL LIBRARIES, MAPS, AND APPARATUS.

The Department, in its endeavours to render maps, globes, and school apparatus accessible in this country at the lowest possible rates, found that in England the government had arranged with several publishers for the production of maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the schools in England aided by Parliamentary grants. On application, the publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the publishers of books in England and the United States agreed to furnish the books required for the Common School Libraries at greatly reduced rates. As to the necessity for these libraries, he might mention that in one of our towns, a boys' association was formed at school, for the purchase of bad books to the amount of about \$100; when discovered, it was broken up, the books burnt, and a good library substituted. The young will read bad books if they cannot get good ones. There are from 3,000 to 4,000 different works in the Educational Depository, for the formation of libraries in school sections. Most of these books, maps, and apparatus could now be sent to every town in Upper Canada at a cost less than that at which they could be obtained in the cities of Edinburgh, London, New York, Boston, or Philadelphia.

DEVELOPMENT OF CANADIAN INDUSTRY IN THE HOME MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining text books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with maps, orreries, tellurians, thermometers, and other apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this country. In the re-engraving of maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the maps now in course of progress, great pains had been taken to render, as conspicuous as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea rendered famous by the Russian war, and in China, by Lord Elgin opening up to commerce places which until lately had been unknown. In the matter of School furniture, selections had been made of models in New York and Boston, and these models were shown to Cabinet-makers in this country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own country—the manufacture of School furniture. He had been much surprised and gratified to learn that a manufacturing firm in Toronto had lately received an order for seven hundred double desks for a town about eighty miles beyond Buffalo, and not long ago some of our numeral frames were sent to Oswego. It was in this way that these articles had been rendered accessible to the people of Upper Canada. Thus we have gone on encouraging the industry of our own people; first mounting the maps, next reprinting the books, making the furniture, and now engraving the maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the system. Not only should our School system and our School architecture be Canadian, but Canadian skill and enterprise should produce or manufacture everything that the country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the country. If the price of every bushel of wheat and every foot of lumber sent to foreign markets was expended in Canada we would be so much the richer. He thought it of the greatest importance for the interests of the country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the country to the foreign producer—for we wanted it all—as possible. He thought it worthy