

and detrimental to the school interests of the country districts. A brief examination of the provisions of the law and of the practical operations of these provisions will readily show the propriety of abolishing the sub-district features of the law and of adopting the township system without modifications."

XXIV—REMARKS ON AMERICAN SYSTEMS OF PUBLIC INSTRUCTION.

1.—GENERAL EXCELLENCE OF THE CITY AND TOWN SCHOOLS.

In the foregoing epitome of the systems and state of popular instruction in several neighbouring States, I have said little of what has been done or is doing in cities and towns. The reason is that the schools are organized in the cities and towns, for the most part by special Acts, and not under the general school laws of the States. Taken as a whole, I do not think, from my best observations and enquiries, that there is any country in the world in whose cities and towns (except Leipsic in Saxony) the systems of education are so complete and efficient as in the neighbouring States, especially in Boston, Providence, New York, Philadelphia, &c. There is one Board in each city charged with the education of a large population, from the primary schools up to the highest English and scientific schools, and classical schools preparatory to the University, and to the professions, and to foreign commerce. In each of these cities, and in each of many of the towns, there is but one set of regulations, and one series of school text-books; there are classical schools and teachers, and some of the cities have their own Normal Schools for the training of their own teachers, with libraries, &c. In the style, arrangements and furniture of their school buildings, in the character and salaries of their teachers, and in every provision for the education of all classes of citizens, there is a manifest earnestness, an intelligence, and princely liberality truly admirable and patriotic. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances, grandeur of the establishments and systems of education in the cities, and in not a few towns of our American neighbours. And where there are *private and select* schools and seminaries in those cities and towns, they have to be conducted in the most efficient manner possible in order to maintain an existence in competition with the excellent public schools.

2.—THE CITIZEN'S RECOGNIZED RIGHT TO EDUCATION.

There is another educational feature common to all the neighbouring States, and worthy of the highest respect and admiration: it is the recognition of the right of every citizen to the means of a good education, and the obligations of