

branches of knowledge which they will be required to apply and practice in future life. If your School-house is comfortless and unfurnished, and if your School-master is inefficient, on you rests the responsibility,—while on the young will be entailed the evils of your conduct. If, on the other hand, your School is a central, intellectual, and moral light to your Section, to you will the honor of it be due, and on you will be showered the grateful acknowledgements of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good School. Whatever else may be bad, let the School be good; whatever else may be overlooked, let nothing appertaining to the efficiency of the School be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who shall succeed you.

To furnish you with a few hints for the most advantageous exercise of your official powers and personal influence in this noblest work of an enlightened people, is the subject of the present Address.

1. And here I cannot but deeply regret that, although the new School Act increases the powers of Trustees, and consequently enlarges the sphere of their duties; yet it has not made one addition to their powers which is essential to their security against frequent embarrassments and difficulties, and to the complete efficiency of their office. Trustees are required to employ the Teacher, and are officially responsible for his salary, and individually so, if they do not exert to the utmost their legal powers to collect it. The Trustees ought, therefore to be invested with ample powers to enable them to fulfill their engagements; and the more so, as they receive no pecuniary remuneration for their services. The present law authorises them not only to provide for a Teacher's salary by subscription, if they choose, but to impose a rate bill by the *quarter* upon the parents or guardians sending their children to the school. This is some improvement upon the former law, which required the rate bill to be imposed *per day* for the attendance of pupils—thereby strengthening the temptation to keep children at home, and to withdraw them from the school towards the termination of the quarter, when an increase of the rate bill was apprehended; and thus increasing the embarrassment and lessening the resources of the Trustees, while their engagements remained binding and unchanged. But, though the present law places Trustees in somewhat better circumstances in this respect than the preceding one, it fails to do them the justice which was contemplated when it was introduced into the Legislature. It was proposed to authorise the Trustees of each School Section to impose a rate bill on all the inhabitants of such Section, according to property. With the aid of such a provision, the Trustees could calculate with certainty their resources when engaging the Teacher—and could at a less individual expense provide more amply for all the Common School interests of their Section. Thus would the chief temptation, on the part of parents to keep their children from the school, be removed, and a strong inducement furnished to every parent in the School Section to send his children to school: thus would the most efficient barrier against divisions or rival schools in School Sections be provided; thus would the poor man, by paying according to his means, have an equal chance with the rich man for the Common School Education of his children, and each man would be required to support the public interest of elementary education according to the property which he has acquired and enjoys in the country. Such