

By the plan proposed, it will be seen that no class of citizens, no matter how poor they may be, will find school accommodation lacking; or the opportunity of obtaining the free education of a common school denied; and no class, no matter how wealthy its members may be, need separate their children from the one national system, having opportunity thereby to supplement the work of a common school with any special advantages they may require. Between these two classes comes, I suppose, the great mass of the community, demanding probably the most consideration in the question of Public School education, and as much entitled to a liberal education as the rich.

The religious bodies represent classes of citizens with a certain community of interest. Let me refer to them particularly for the purpose of making a practical example; though the scheme is equally adaptable to any scientific, commercial or other corporation representing a substantial number of citizens. Here we have a congregation worshipping at one common centre, and having buildings attached to their church suitable for school purposes. At present these buildings are unoccupied and lie idle during the school days of the week. By their use a large amount of accommodation would be secured without cost to the community. Should the parents sending their children to a voluntary school desire to supplement the work of a common school with any religious instruction, surely it is unreasonable for the State arbitrarily to deprive them of their right to be recognized as a part of the Public School system, and to drive them into *separate* schools, when they are ready at their own expense not only to provide the building, but also to contribute what is necessary to support the religious or other special instruction they wish to have imparted.

Another advantage to be derived from the scheme will be the enlarged scope given for the work of capable teachers. Under the present mechanical conditions, the work of a teacher is restricted to the necessarily narrow limit of the common school curriculum. The teacher with ability to impart classical, commercial, religious or other special instruction finds no opportunity under our educational system to fully employ his faculties, except to a very limited extent. No wonder the services of many of our best teachers are therefore lost. With their ability they can rightly earn more than the recompense allowed by our Public School Boards for imparting instruction in the common schools in a limited number of subjects, and consequently they seek other employment; using their