

PART II. MAY IT PLEASE YOUR EXCELLENCY,

Conclu-
sion.

I have thus endeavoured to accomplish the first part of the task assigned me by Your Excellency's distinguished predecessor, in respect to an efficient system of Elementary Education, by attempting to delineate its leading features in the principal subjects which it embraces, and most material parts of the machinery it requires. I am deeply sensible of the defectiveness of this primary attempt on a subject so varied and complex. Several important topics and many details I have left unnoticed, either because they are not adapted to this Province, or because they can be introduced and discussed to greater advantage in an ordinary Annual Report; and most of the topics which I have introduced have been merely explained, without being professedly discussed. My object has been to describe the outlines—leaving the filling up to time and future occasions. The completion of the structure of which I have endeavoured to lay the foundation and furnish the plan, must be the work of years—perhaps of an age. It is, however, a ground of encouragement and confidence, that we are not left to rude conjectures or untried theories in this work. For the prosecution of every part of it, even to the Child's First Book, the most trifling article of furniture, the minutest detail of School order and School teaching, we have the brightest light of learning and experience; and we cannot fail of the completest success, if every Legislator, and Ruler, and Ecclesiastic, and Inspector, and Trustee, and Parent in the land, will cultivate the spirit and imitate the example of the Prussian School Counsellor Dinter, who commenced forty years prodigious labours, self-denials, and charities, with the engage-