

for the teaching and nurturing of the children, and a portion of the public lands given him for support. In a few years afterwards, in 1647, the Collected Association of Massachusetts made provision by law, that every town where there were one hundred families, should keep a school, where youth should be prepared in Latin, Greek and Mathematics, for the college or university, which, in 1638, had been established by the same authority at Cambridge. Thus it is clear that the whole sum required for the support of education was at that time raised by direct taxation. Now, though we believe, that it would prove in every way advantageous to the cause of education, and to the country at large, were the same course pursued, yet there is no nation, as far as we know, that has done so in the adoption of the free system;—this has always been with certain modifications. The province of Ontario, for example, makes an offer of a certain amount to every county or municipality, on condition of its raising an equivalent by assessment, which being done, all the scholars are declared free. In the province of Nova Scotia three parties or constituencies are recognized; the province at large, the county, and the section. The province, out of its general revenue, gives a certain amount to each teacher, according to the class of certificate held; the county raises by taxation, at the rate of thirty cents per head, which is distributed amongst the teachers according to the average attendance of scholars, and the deficiency is made up by the section, only by assessment. The following is the plan we proposed years ago;—a third, to be paid by the province, another third, by the county, and the other, by the section—the section being allowed to raise the amount in whatever way the inhabitants may deem advisable,—a guarantee, of course, being given of its being raised before the other two-thirds could be drawn from the treasury or county. We refer to this matter here for the purpose of showing that the free system may be carried into effect in various ways, and in adaptation to all external circumstances. We believe, too, that something may and ought to be done, by which, in perfect consonance with the free system, a closer relation shall be established between the parents of the section and the teacher. This, in our view, would impart tenfold force and lustre to the whole scheme, and render it all the more accordant with the findings of nature and the teachings of inspiration, as well as more acceptable to the people.”

We have the utmost confidence in recommending this work to teachers. Though the subject of Education may be deemed trite, there is probably none which stands in greater need of re-consideration and free discussion. To those, in particular, who desire or require to look at Education from a practical point of view, the present work will prove particularly valuable. It is a handsome octavo volume of 621 pages, neatly printed, and strongly and handsomely bound in cloth.

THE MAGAZINES, &c.

THE ATLANTIC MONTHLY for March is a very superior number, and we advise our readers to procure it and read *John Chinaman, M. D.*, *Some of the Wonders of Modern Surgery*, and *A Conversation on the Stage*. In this latter article we are told that, “A dramatic critic should be a scholar and a gentleman. He should believe as firmly in the nobility of his calling as the clergyman believes in the sacredness of his pulpit, and he should be paid liberally for his honesty and for his brains.” This hint should not be thrown away on the persons for whom it is intended. George Silverman’s *Explanation—Mr. Dickens’ Story*—is concluded, and the other contents are good.

OUR YOUNG FOLKS for March is also a good issue, and will please its youthful and more mature readers vastly. Mr. Dickens’ *Holiday Romance* is one of the great author’s happiest efforts; and the accompanying illustra-