

ports published annually by the Chief Superintendent of schools will be perfectly acquainted with the arguments urged in support of the system, and the answers to the objections brought against it. The system was adopted in Massachusetts at the foundation of the colony—has worked well, and as the result, the people of that State are pre-eminently distinguished for their intelligence, and the schools, for their excellence.

The adoption of local assessment would tend more than anything else to remove the evils that at present exist in our school system. The salary of the teacher would not probably be greater than it nominally is at the present time; but the teacher would really receive that which he agreed for; and receiving it in money would be in a better position than he is at present. Removals and changes would not be so frequent; for the teacher finding that he had something on which he could really depend, would settle down and exercise a healthy influence in the neighbourhood where he and his family resided. At present he has no home, he has no family, he cannot have, for with the constant change and uncertainty to which he is exposed, he cannot undertake the responsibility of domestic life; circumstances do not allow him to do so.

We should not then, to the same extent, be called to license new teachers to supply the place of those who are retiring from the work in disgust.

As for the schools, they would everywhere present an entirely different aspect. The people, having to pay their school tax would take care to keep their children at school, and instead of going into a school and finding twenty, fifteen, or ten pupils, we should find double the number, for they would *feel* that they were paying, and they would be anxious to have an equivalent. Again, as they would have to pay as much for a bad teacher as for a good one, they would take care as to whom they selected; in fact none but good teachers, as a general rule, would be employed.

The main objection seems to be that it is "Direct Taxation," and therefore to be watched carefully against. It is, however, no more taxation than the plan adopted at present to those who engage teachers and honestly pay them. In fact, such parties would find the burden much lighter than it is at present.

Some years ago, in one of my annual Reports, I combated at some length one objection to which I may now briefly advert, namely: that some persons have been led to oppose local assessment from confounding it with provincial taxation. They have supposed that the money when collected, will go into the Provincial Treasury to be disposed of by the Government, and thus to strengthen the hands of a party to whom the contributor may be opposed. Such is not the case. It is simply an amount assessed by the people themselves, to be expended under their own direc-