

Grammar Schools.

On the plan recommended, the cost of each of these would probably be about £5000. The requisite funds might be provided from the proceeds of the School Lands (at present amounting to about £12,000) or half might be supplied from this source when the other half had been provided by shares.

	£19100
Interest on £3500, half the sum expended on 14 Grammar Schools	£ 210
14 Head Masters at £100	1400
14 Assistants at £50	700
	2310
	£21410

Management.

Inspector General	£ 300
Secretary of Central Board	200
14 District Inspectors	1400
Incidentals	600
	2500
	£23,910

Thus a balance remains of £2510, of which £1500 might be available for the endowment of Professorships in the proposed Theological Seminaries. The remainder being left unappropriated to meet the expences of the Normal School, and others which may not have been provided for in the details of the common school system, as compiling and printing.

It is well known that the chief difficulty in the way of a better system of education, consists in the inadequate remuneration of the teachers, and until this difficulty be removed it is vain to expect any improvement. The preceding plan proposes £51 per annum, with house and garden, as the yearly income to be allowed to the masters of common schools. This we think is too little, for it is below the wages of a mechanic. It is true that the plan contemplates the schools being taught by married men, whose wives might teach the female schools; but this would seldom happen, as a woman with a family would not be at liberty to take charge of a school. We think therefore that the libraries should not be provided from the teacher's fees, as proposed in the preceding plan, and by retaining this £12 the master's income would be £63 per annum, which is quite low enough if competent teachers are to be secured. School libraries, however, are necessary, but they should be provided from the proceeds of the assessment, (if it were made a penny in the pound for that purpose,) or in some other way, without encroaching on the master's salary.—It is probable that the master's houses and

school houses would be obtained for less than £300 each, the sum allowed for that object in the preceding plan, and thus a saving would be effected to be applicable to other purposes; for many existing school houses would be eligible with some improvement and additions to them. An appropriation of land which has been asked from the Crown, would also greatly aid the funds, and from this source large assistance would already have been attained if the school lands had not been diverted from their destined end. The establishment of a good system is now imperatively demanded, and the legislature at the coming session must take the subject up in earnest. With the wisest plan, and most efficient management, there will yet be many deficiencies in this country of scattered settlements and bad roads; but we have now reached a point at which we can no longer delay putting in force a better system of education than at present prevails among us, without subjecting ourselves to just reproach from the present generation, and from posterity. We know that there is a great aversion to taxation throughout the country, but it is impossible to have good education without adequate means, and whatever the people pay on this account will return to them in the increased intelligence, energy, (for knowledge is power) and prosperity of their common country, and therefore of their own comfort and wealth. If they will not sow the seed, they can never reap the harvest.

We close this article with the following extract from a Lecture on Education, delivered before the Mechanics' Institute of Halifax, Nova Scotia, by George R. Young, Esquire:—

I mean to touch upon that debateable question, the source of so much literary and political contention—*Whether the means of educating the mass of the people employed in this modern age of speculative reform, is likely to advance the happiness and morals—in short to ameliorate and brighten the destinies of mankind.*

The present era, justly distinguished as one of the golden ages of Literature, presents auspices totally different from any other which has preceded it. Voltaire in his introduction to 'Le Seicle de Louis XIV.' has classed these into four—the Alexandrian age, if I can so speak, of Grecian science and learning—the Augustan, in which Virgil and Horace flourished—the age of the De Medici, after the light burst through and dissipated the gloom of the dark ages—and that era in which the Courts of Louis XIV. and our own Queen Anne, were honoured by