

children sustain other districts. This object is the same one as often urged against free schools by the childless capitalist, or the wealthy tax payer whose children were already educated, "I ought not to pay for educating my neighbor's children." As property of the State shall educate the children of the State, consistency requires that the details of the system shall be arranged so as to carry out this fundamental principle. What justice is there in requiring that a specified portion of territory shall furnish the means to educate the children residing therein, so long as you withhold from its tax paying portion the power to decide who shall inhabit that territory?

The fact is, that the present method of maintaining the schools would be by a tax upon the whole Province, and the larger the sections embraced in one organization the more just and equal will be the taxation.

The moneys apportioned by the Government, and those levied upon the towns by the Trustees, are distributed to each section in proportion to the number of children between the ages of four and twenty and their attendance, and the latter moneys are raised by a tax upon each town as a whole and not separate sections. The plan advocated is in fact, in operation already, and only needs to be extended to the levy and collection of all the funds needed to support the schools.

In the second place many will object to the raising of funds by the whole town, to build a school-house in a particular section, who would be willing that the schools should be supported by a general tax after the houses are built. This objection is removed by considering the town as a single section, which needs several houses to accommodate its pupils. It is true that for convenience's sake, the town is divided into sub-sections, yet for general purposes it is a unit, and should be managed accordingly. Each town is divided into road sections, yet

when a new highway is to be laid out, the whole town is called upon to pay the expense incurred for right of way, etc., though but few of its tax payers are personally benefited; and when a bridge is to be built no one thinks of asking the citizens residing in the district in which the bridge is needed to furnish the funds to pay for erecting it; and it cannot be that the education of the children of Ontario, is a matter of less interest to the people than the laying out of highways and the erection of bridges.

In order to avoid all seeming injustice, it might be provided that these districts which had within a certain time erected good and substantial houses, should be exempt from the payment of the taxes raised for building houses for a number of years after the adoption of the township system.

All other inequalities and seeming irregularities can be as well provided for, and it is confidently believed that a law can be framed preserving for our school system all prominent vital and valuable features, and engrafting thereon such additional ones as will give it harmony and completeness, make it a better exponent of our educational standing, more worthy of affection and generous support, and insure the successful accomplishment of its great design, the education and elevation of the whole people. We could here add many valuable testimonials in favor of the township system, but space will not permit.

SCHOOL HOUSES.

A good deal has been said upon this branch of our subject. And yet, after all the importance thrown around it by educators, men capable of knowing its importance, there exists in many parts of the Province a most lamentable indifference in regard to it. Even in many of our villages *external appearance* is scrupulously consulted, *internal arrangement* is much disregarded.

There are but very few who seem to realize that the structure of the school-room has anything to do with the formation of the