

its adoption at the outset. In so far as the erection of commodious school-houses is concerned, I would have no hesitation in going the full length. After a careful revision of the School Districts, an enactment, in my opinion, ought to be passed, requiring the erection of a suitable school house in every legalized District, and, after a certain prescribed period, enjoining the withholding of the public funds until such a school house is provided. For this purpose, three or four plans of school houses, with specifications and general cost, ought to be put into circulation, and the inhabitants of each District formally summoned to make the selection, and, whatever be the expense of the one chosen by a clear majority—provided it possess the requisite dimensions for the population.—immediate steps should be taken for raising the requisite sum by compulsory assessment. In reference, however, to the support of the teachers, I would recommend that a modified form of assessment be adopted:—for example, that a third, as heretofore, be paid out of the general revenue, of the Province, that another third be raised by a compulsory County tax, and the other by the rateable inhabitants of the district, leaving it to their option to raise the necessary sum or a greater, if need be, for a higher style of education, either by voluntary subscription or direct taxation, provided always that when the former fails, the latter shall be immediately resorted to. This would be a recognition on the part of the Province, the County, and the District, of the benefits they respectively derive from an efficient system of a Common school education. The Province, in a collective capacity, would thereby express its appreciation of the boon. The County would do so more directly; whilst its assessment would also furnish an opportunity to the strong to help the weak, the older and more wealthy settlements to aid the younger and the less able. The part assigned the District would also exert a salutary influence. It would enable the inhabitants thereof to contribute to the cause of education according to their ability and estimate of its value, whilst, at the same time, it would give them the power of stimulating the teacher, and remunerating him according to his acceptability and efficiency.

Such is a brief sketch of the way in which this principle may be carried into effect, and regarding which we are most anxious to obtain your countenance and co-operation. There are hundreds and thousands in the Province longing for the adoption of this principle in some shape or other. There are others, who, though satisfied that a great and organic change is indispensably necessary in our educational condition, have never yet given much heed to, or canvassed in its varied aspects, the subject of direct taxation as a mode of supporting this branch of the public service. To such would we mainly address the following reasons in favour of