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because the County Council is a more intelligent and influential body than the Township Council, and less liable to be acted on by local circumstances, interests and prejudices. And in the last place, because township divisions have been found exceedingly detrimental to the formation of proper school limits. The complaints on this latter point are of a very serious nature.

The school fund should be derived from three sources, namely, the Government grant, the municipal assessment and school fees; of which the Government grant and school fees should be appropriated exclusively to pay the teachers' salaries; and the municipal assessment to pay for the renting or building of school houses.

The school buildings and their first outfit should be all paid for by the municipality, from the proceeds of the annual assessment; also a residence for the teacher, or its equivalent in money. In the townships particularly, the teacher ought to have a house and garden plot, and everything should be done to secure his permanent residence in one place. The school houses may be either rented, or may be erected on sites purchased for the purpose, at the option of the municipality. There can be no difficulty in procuring suitable plots of ground, in the way of gift, in the townships, as every one is anxious to have the school as near his own door as possible, and for that reason the ground is always easily attainable.

The organization and management of each school should be left to the inhabitants of the municipality. The heads of families should be left perfectly free to form what combinations they choose. If this rule is adopted, it will be found that the choice will partake of a strictly religious character. And this is precisely as it should be. If a sufficient number of heads of families desire to have a combined religious and secular school, the Council would be acting very injudiciously if it denied them the means of establishing one. Neither the Council nor General Government can with propriety interfere, to enforce exclusively secular instruction. Because such a proceeding would be subversive of the religious and moral aim of popular education; in one way, by discarding the moral element, and in the other, by creating dissatisfaction and making the means unacceptable. It is necessary, here, to recollect that the object of popular education is to make a moral as well as a secularly educated people. And as good morals cannot exist independent of religious impressions, that the duty of the State and of Municipal Councils is to promote religious instruction, as well as secular, in the Common Schools. Moreover, a national school system has for its object, not the attendance of a small fraction of the children of school age, as in Toronto, but of all who require instruction. For these reasons, and to realize these objects, the schools must be made acceptable, and