

and every school thus established, and the managers and teachers of which are subject to the obligations which apply to the managers and teachers of public schools, shall be entitled to aid from the school moneys of such city or town (not including moneys provided for the purchase of school sites and the erection of school houses and their appurtenances) according to the average number of pupils taught each half year as compared with the average number taught in public schools during the same period.

9. It will be seen by what is thus proposed, that the school system as established in the cities and towns remains intact and inviolate; that no class of persons is exempted from paying school rates; that no new corporations to levy school rates on any body are created; that the municipal corporations will be relieved from providing school accommodation for all the pupils of the schools which may be established under the provisions of the accompanying draft of bill; that the teachers employed in such schools must be as duly qualified as those in the public schools; that there is no interference with the polity or procedure of any religious persuasion; that voluntary effort in providing school accommodation, and success in teaching children the subjects of common school education by a duly qualified teacher, must precede a claim for any public aid, which is then given according to work done.

As a general rule, citizens will act as such; and it is not to be expected that those who are elected in their civil capacity to perform the duties of public trustees, will act the part of religious philanthropists to search out and collect vagrant children for secular instruction, much less to provide clothing for those that are naked, and perhaps food in some instances. But in a religious congregation active men will be selected, with the pastor, to establish and manage a school; active religious ladies will seek and bring neglected children to the school; a society or committee will be formed to provide clothing for those who need it; each religious persuasion will emulously and anxiously seek to provide both religious and secular instruction for its own poor; and if any other than poor children should attend such school, so much more elevating the influence will be upon the children of the poor, and so much more saving will there be to the municipality on the score of school accommodation. It is also proposed equally to recognize the efforts of any association of benevolent individuals who may unite to promote these objects.

Thus, in addition to the apparatus of the present school system, will be developed those religious influences and exertions to which moral ameliorations, whether in prisons or in the lanes of poverty and crime, are wholly due; and without which there is no hope for the criminal, the vagrant, or the pauper. Under the operation of such influences and exertions, I have no doubt that a considerable expense will soon be saved to cities and towns in regard to school taxation, and a much larger expense in regard to the arrest, imprisonment and punishment of criminals; many youths and families will be rescued from crime and wretchedness, and made useful members of society; and more will be done to improve the morals and education of the now neglected and vicious classes in cities and towns, than by any compulsory measures whatever; while the character of the common schools themselves may be improved.

I know of but one objection which can be urged against the measure proposed, and that is the bald and graceless one against what is called "sectarian instruction." In reply, I may ask, what religious instruction is there which is not given by some "sect" or denomination, and therefore "Sectarian" according to the objector? The objection therefore is against all religious instruction, and can only be entertained by two kinds of individuals, (for there can hardly be classes of such monsters,) the one infidel, who objects to all religious instruction in itself; the other the shrivelled bigot, who objects to all religious instruction sooner than any should be given by any other party than his own. With the sentiments of neither of these characters, can there be any sympathy in the mind of an enlightened statesman or philanthropist.

The class of youth and families referred to in this memorandum never have been, and never can be reformed and elevated, except by assiduous religious instruction, and the voluntary sympathetic exertions of Christian piety and benevolence; and these we cannot expect except in connection with schools in which religious instruction and exercises constitute a predominant element in the daily life of the system. At a benevolent school meeting the 12th of last November, the Right Honorable B. Disraeli well said—"The most powerful principle which governs man is the religious principle. It is eternal and indestructible, for it takes its origin in the human intelligence, which will never be content till it penetrates the origin of things, and ascertains its relations to the Creator—a knowledge which all here present know that, unaided and alone, the human intelligence can never attain." On a similar occasion, and on the 21st of the same month, the Right Honorable W. E. Gladstone observed, with equal truth and beauty—"As the sap rises from the ground in the vegetable world, so it is in the

structure of human society. With a stagnant lower class, no community can be well, no country can be powerful or secure."

*Department of Public Instruction for Upper Canada,
Toronto, March, 1862.*

DRAFT OF THE BILL REFERRED TO IN THE FOREGOING
MEMORANDUM.

An Act for the Further Promotion of Education in the Cities and Towns of Upper Canada.

1. Whereas there are large numbers of children of school age not attending any school in the cities and towns of Upper Canada, notwithstanding the schools in several of the said cities and towns are free; and whereas it is the duty of the Legislature to employ all practicable means to prevent such children from growing up in ignorance and vice, by imparting to them the advantages of a sound Christian education; and whereas it is desirable to exhaust all the agencies and influences of voluntary exertion and religious benevolence before resorting to measures of coercion in order to promote the education of the most needy and neglected, as well as of other classes of the population of such cities and towns:

2. Be it enacted, &c., that it shall be lawful for any benevolent association, society, or congregation of any religious persuasion, or any two or more such congregations to unite, in any city or town, to establish one or more schools in such city or town in Upper Canada; and any premises and houses acquired by such association, society, congregation, or congregations, for the purposes of this act, shall be held in the same manner as are premises and places for the ordinary purposes of such association or society, or as are premises and places for public worship acquired and held by such congregation or congregations.

3. Every such association, society, congregation, or two or more congregations united, establishing a school or schools, shall notify the same to the Chief Superintendent of Education and to the clerk of their municipality, on or before the first day of January, or the first day of July, next after their establishment, and shall, according to their usual mode of appointing their association, society or church officers, appoint, annually, three persons for the management of each such school.

4. The managers of each school established under the provisions of this act shall, on or before the thirtieth day of June and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, according to a form prepared by him, a correct statement of the number of pupils attending such school, together with their average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open; and the Chief Superintendent shall thereupon determine the proportion which the managers of such school shall be entitled to receive of the school moneys aforesaid, and shall pay over the amount apportioned from the Legislative School Grant to the managers of such school, and shall notify the Chamberlain or Treasurer of the city or town in which such school is situated of the proportion payable to it from school moneys provided by local assessment; whereupon such Chamberlain or Treasurer shall, upon receiving such notification, pay said proportion to the managers of such school or schools established under the provisions of this act.

5. Every such school established under the provisions of this act shall be entitled to assistance towards its support from the common school moneys of the city or town in which it is established, (not including school fees or moneys provided for the purchase of public school sites, or the erection of public school buildings, and their appurtenances), according to the average attendance of pupils during each half-year, as compared with the half-yearly average attendance of pupils at the common schools of such city or town.

6. The managers and teachers of every school established under the provisions of this Act, shall be subject to all the regulations and obligations which apply to trustees and teachers of common schools in cities and towns, shall keep a school register, and make half-yearly returns and annual reports in the form and manner and at the times prescribed in regard to common schools; and shall be subject to the same penalties, to be collected in the same way, in case of false returns, as are imposed by law upon trustees and teachers of common schools.

7. Any moneys which may be paid out of the Legislative School Grant under the provisions of this Act, shall be expended in the payment of the salaries of teachers and for no other purpose, and the schools, with their registers, established by the authority of this Act shall be subject to such inspection as may be directed from time to time by the Department of Public Instruction for Upper Canada.