

conscience clause is carefully observed both by teachers and managers."

"(72) That we recognise, nevertheless, the importance of removing, if possible, any suspicion of unfair play or undue influence in the administration of the conscience clause from the minds of those who entertain such impressions. And any further precautions which might tend in that direction, without compromising still higher interests, are deserving of the most careful consideration."

"(73) That, greatly as the estimate of the value of the religious instruction given in board schools varies with the standpoint from which it is regarded, there is good ground for concluding that where care is bestowed on the organization of such instruction, and sufficient time is allowed for imparting it, it is of a nature to affect the conscience and influence the conduct of the children of whose daily training it forms a part. That it is much to be hoped that the religious and moral training in all elementary schools may be raised to the high standard which has been already reached in many of them."

"(74) That exactly the same facilities to hold annual examinations of their schools in religious knowledge should be given by law to school boards as are now allowed under section 70 of the act of 1870 to the managers of voluntary schools."

"(75.) That increased support should be given by the State to the moral element of training in our schools, almost the only reference to the importance of such matters made by the state being that which is made in the Code under the head of discipline."

"(76.) That general, fundamental and fixed instructions to Her Majesty's inspectors should be laid down as to moral training, making it an essential condition of the efficiency of a public elementary school, that its teachings should comprise such matters as instruction in duty and reverence to parents, honor and truthfulness in word and act, honesty, consideration and respect for others, obedience, cleanliness, good manners, purity, temperance, duty to country, the discouragement of bad language, and the like."

"(77.) That it should be the first duty of Her Majesty's inspectors to inquire into and report upon the moral training and condition of the schools, under the various heads set forth, and to impress upon the managers, teachers, and children the primary importance of this essential element of all education."

"(86.) That we are opposed to the introduction of a set of official government text books; but that, with the view of indicating to managers and teachers the range of study intended to be covered by the requirements of the code, a more or less extended programme should be published for each subject, similar to those adopted in the science and art directory, with a view of showing within what limits the official examinations should be confined; and also, that in the syllabuses

for pupil-teachers's definitions in programmes of studies, which leave no doubt as to their interpretation, are specially required."

"(90.) That the provision of the code, which requires that if only one class subject is taken, it must be 'English,' should be repealed."

(108.) "That in Wales, permission should be given to take up the Welsh language as a specific subject; to adopt an optional scheme to take the place of English as a class subject, founded on the principle of substituting a graduated system of translation from Welsh to English, for the present requirements in English grammar; to teach Welsh along with English as a class subject; and to include Welsh among the languages in which candidates for Queen's scholarships and for certificates of merit may be examined."

(109.) "That the introduction of elaborate apparatus for gymnastic exercises into playgrounds is not to be recommended."

(138.) That the State should continue to recognize voluntary and board schools as together forming the national provision for elementary education; and that both ought to continue to participate in equal conditions in the parliamentary grant."

I need not repeat that the commission, whose work I have so highly reviewed, is entirely English, and that its conclusion should not be treated lightly, at least by those who constantly make an appeal to their British origin or British proclivities. For my part, I will not hesitate to say that I felt a particular pleasure in ascertaining once more that my views on religious instruction in the schools, far from being adverse to those entertained in the Mother Country, are in perfect harmony with them.

In my estimation, the school is the church of the children, and there only, in many instances, could be realized the words of the best friend of children when He said: "Suffer little children to come unto me." Yes, christian parents, suffer your little ones to go to Christ through the religious and moral training they ought to receive in their respective elementary schools. For the "Lord is a God of all knowledge," and that which brings children nearer to God cannot be an impediment to the acquiring of true and useful knowledge. These are the cherished ideas of my life; study, experience and observation, and the testimony of the most illustrious men of all ages and countries, have confirmed me in these ideas and, in reality, they are, as quoted above, the conclusion arrived at by the Royal Commission appointed by Our Beloved Queen to inquire into the working of the elementary education acts of England and Wales.

Thanking you for granting me the space in your journal,

I remain,

Your Obedient Servant,

† Alex., Arch. of St. Boniface, O.M.I.  
St. Boniface, 10th August, 1889.