

School Educational system, that its foundation is laid deep in the firm rock of our common Christianity. I understand, sir, that while the varying views and opinions of a mixed religious society scrupulously respected—while every semblance of dictation is carefully avoided—it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child that attends our Common Schools, shall learn there that he is a being who has an interest in eternity as well as in time—that he has a father towards whom he stands in a closer and more affecting, and more endearing relationship than to any earthly father, and that Father is in heaven; that he has a hope, far transcending every earthly hope; a hope full of immortality, the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his obligations, shedding upon them a hallowing light which they in their turn reflect and absorb,—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in heaven. I understand, sir, that upon the broad and solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the Country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care—aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation.—[Jour. of Education Up. Canada.

be induced to enter and enjoy their advantages, and thus be brought to mingle in the early years of their life, when the kindly feelings of the heart are most active, upon terms of equality with the equally deserving but more unfortunate children of want—and thus may be partially obliterated the distinctions of fortune by investing wealth with the spirit of kindness and humility, and inspiring poverty with a feeling of honor and manly independence.

It is expected by your Committee, that much opposition will be manifested against this provision of the bill. It will be objected by those who desire a return to the old system of the rate bill, that a parent should not be compelled to contribute toward the support of a school, without he desires its instructions for his child; and that the childless and those who have already educated their children should be exempt from the burden of supporting a school—or, in other words, that citizens of the State, who share in its prosperity and glory, and who derive an advantage from the universal diffusion of knowledge by the safeguards it rears against vice and immorality, will desire to participate in the benefit without sharing the cost.

These objections may be answered in the appropriate language of a friend to humanity; "But sometimes, the rich farmer, the opulent manufacturer, or the capitalist when sorely pressed with his natural and moral obligation to contribute a portion of his means for the education of the young, replies, either in form or in spirit:

"My lands, my machinery, my gold, and my silver, are mine: may I not do what I will with my own?" "There is one supposed case and only one where this argument would have plausibility,—If it were made by an isolated, solitary being—a being having no relations to a community around him—having no ancestors to whom he had been indebted for ninety-nine parts in every hundred of all he possesses, and expecting to have no posterity after him—it might not be easy to answer it. If there were but one family in this Western Hemisphere, and only one in the Eastern Hemisphere, and these two families bore no civil, and social relations to each other, and were to be the first and last of the whole race, it might be difficult except on high and transcendent grounds, for either of them to show good cause why the other should contribute to help to educate children not his own. *But is this the relation which any man among us sustains to his fellow?* The society of which we necessarily constitute a part, must be preserved; and in order to preserve it, we must not look merely to what one individual or one family needs, but to what the whole community needs; not merely to what one generation needs, but to the wants of a succession of generations."—

[Report on New York School Act.

•Horace Mann.

*Objection to supporting Schools according to Property answered.*—But other men have no children, therefore they should not be taxed for the support of Common schools. The poor man has all the children, and he may educate them the best way he can. But did it never occur to these men, that the safety of the public liberties, of the institutions which secure the possession and benefits of property to its owners and render it productive, and the diffusion of that morality which is essential to all the blessings of society, demand the general diffusion of knowledge among the great mass of the people; and that this cannot be accomplished, except through our Common Schools? If the entire property of the town were taxed more than it ever has been for the support of Common Schools, and he proceeds judiciously and faithfully expended in diffusing useful, elevating and practical knowledge among the people, we are sure the value of the property itself would be actually increased to more than double the amount. Any thing which adds to the productive power of a community, adds inevitably to the general value of its property; and a moral renovation, which should induce those who now live as viciously as they dare and as idly as they can, to adopt the habits of thrifty industry and indulge the hopes of ultimate independence, would add incalculably to the value of all the property in the town.

FREE SCHOOLS IN NEW YORK.—"I am proud, sir, to be able to stand here to-day, and say that the City of New York offers a free education to every child within her limits. She has erected about two hundred houses for school purposes, with all the appliances of scientific and mechanical invention; she employs the best teachers whose services can be procured—she purchases books, stationary, everything required in such schools—and then, sir, she throws the doors wide open to the free admission and instruction of every child within her borders. There is not a child in the darkest street or narrowest lane, or the most crowded court of that most densely crowded city—no matter how destitute he may be—there is not one so poor and friendless that he may not walk up to the door of the best school-house in that great city, and demand the very best education which its wealth can procure. Nor does she stop there sir. She has organized eighteen evening schools and provided teachers for them, at which children and adults whose necessities require them to labor during the day, may attend during the evening and receive the rudiments of education. Nay, more: she has organized and established a Free Academy, where any child, whose faculties and whose industry qualify him therefor, may receive, under able and accomplished teachers and with all the aids and appliances which money can command, an

## EXTRACTS ON THE SUPPORT OF SCHOOLS BY ASSESSMENT

### ADVANTAGE OF SCHOOL ASSESSMENT.

—This system of taxation is acquiesced in by all classes of the community when applied to the purposes of sustaining a military or naval establishment or maintenance of an efficient system for the prevention and punishment of crime or outrage, inflicted upon the persons or property of the citizens of the State, and it is conceived that the same system may be applied with far more justice toward the support of an institution designed for the diffusion of virtue and intelligence, and in consequence, for the suppression of crime and immorality.

By this system of taxation, it is to be expected, as all classes of the people will contribute in proportion to their substance, that a universal interest will be felt in the cause of education throughout the State. And that in consequence, the character of our Common Schools will be elevated, and the children of wealth will