

\$200 at Portland, \$400 at Bathurst, \$400 at Newcastle, \$100 at St. Stephen.

Hon. Mr. BOTSFORD—You must add Memramcook, \$400.

Hon. Mr. WARK—I have not been able to verify that, but I will add it. These sums make a total of \$4,840. This is a fair statement of the state of thing at the time the New School Act of New Brunswick came into operation. With respect to the University I may mention that in the course of time the Legislature began to insist upon a change in its constitution. It is now divested altogether of its denominational character, and is governed by a Senate consisting entirely of laymen. That Senate has been so enlarged as to leave room for each denomination of christians in the Province to be represented. When young men enter the University, they have to intimate through their parents or guardians what church they wish to attend. All the churches are within a mile of the University, and therefore there is no difficulty on that point. The people of New Brunswick felt that they were behind other Provinces with respect to Common School Education, and therefore they passed laws now in question to establish free schools throughout the whole Province. It has been alleged that the present law is less favorable to the Roman Catholics than the one in existence previously. Now I wish to state very briefly the leading features of both laws. In the first place the principles were laid down that in order to have efficient schools the teachers ought to be trained, and we established a model school for that purpose. Another feature of the law was the uniformity of books introduced into all the schools. Another feature was this—that when the teachers got trained, they were expected to go and introduce the new system wherever they were employed, and Inspectors were employed to follow them and see that they discharged their duties. These features were also contained in the new law. The great difference between the two systems is this—the teachers were classified in first, second, and third class; and according to the class they received a grant, small or large, from the public funds. They receive exactly the same now, but formerly the teacher had to go and make his own bargain with the employers, and had to collect his own salary as best he could. Under the present system it is provided that a tax shall be levied on the whole county, amounting to 30 cents per head of the total population, to be levied on real and personal property, and income, and

part of it as a poll tax. The amount thus raised is distributed among the schools in proportion to the class of the schools. Then it is also provided that each school district shall elect its own trustees, and that they shall raise what they can afford for a teacher. The trustees are bound to get a share of the county assessment, and if it is a poor district there is a provision that they shall receive something more, about one-fifth I think. The effect of this legislation is this—we had 927 schools in 1871, and they were all free. Then the college was placed on such a liberal basis that nobody could object to it. Under these circumstances the causes that led to denominational grants had ceased to exist. The Government were then in a position to say—we cannot continue these grants; we have established free schools, the University is placed on a liberal footing, and there is no necessity for any person standing aloof. We were in the same position to say to the Madras Board,—You were incorporated to educate the indigent and have spent your grants on 14 free schools—we are prepared to give a liberal school education in 927 to both poor and rich. We could say to the Roman Catholics,—We have given you grants by way of relief from the teachings of which you complained, but now all this is swept away—it is no longer necessary to provide schools for you, for we have provided that all the schools are free. Of these 927 schools, there were 239 Roman Catholic teachers, who would be enough for every school that they require in the Province. Under these circumstances the House will see that the present law is not less favorable to any particular class than that which has been repealed. As an illustration of the kindly spirit in which both Protestant and Roman Catholics worked in former times I may mention that when I was a School Trustee I was associated with Rev. Mr. Paquet—he looked after the French schools and his colleagues attended to the English—and we had the most perfect confidence in him, and always joined him in signing his teacher's certificates. We had still more striking examples of liberality and kindly feeling when Dr. Dollard was Bishop of the whole Province of New Brunswick. Soon after his appointment he went to reside in Fredricton. He accepted the office of Trustee of Schools, his colleagues were Rev. Dr. Brook and a clergyman of the Church of England, I think Rev. Mr. Kitchum. These three gentlemen met from time to time and examined all the schools of the city. The utmost cordiality existed between them, and although the Bishop