

TAX ON GRANTED LANDS OUTSIDE SCHOOL DISTRICTS FOR EDUCATIONAL PURPOSES

Resolution Moved in Legislature Last Night by Mr. White of Victoria County—Committee of Ten Appointed to Deal With Matter—Bill Relating to Joint Stock Companies Considered by the House.

Special to The Standard.

Fredericton, March 22.—A tax on out-of-the-household lands outside of school districts in New Brunswick, by which the provincial revenue can be augmented by a sum estimated at from \$50,000 to \$100,000 per annum, is to be considered by a special committee of ten members of the legislature, who will report back to the House before the close of the present session.

The proposal was brought before the legislature tonight by Mr. White of Victoria, whose proposition called for such a tax from granted lands and its use for educational purposes, but his resolution was so amended as to give the special committee power to make a thorough enquiry into the matter and it was intimated that the committee would take up the question of making this tax also apply to Crown timber lands under lease.

Mr. White, in a thoughtful speech, dealt in a concise manner with educational problems of the province generally and pointed out improvements and extensions which could be made if increased revenue were available.

Capt. Tilley of St. John moved the amendment to refer the matter to a committee which plan was adopted without discussion.

The house resumed at 8.15. Hon. Mr. Baxter introduced a bill to amend the act relating to the University of New Brunswick.

Mr. White (Victoria) moved the following resolution: "That in the opinion of this House it is advisable that an annual tax of from one to two cents per acre be imposed for educational purposes upon all granted land in the province situated outside of established school districts."

In rising to move the resolution Mr. White said since he had begun to look into the various educational interests which require public attention he felt himself unable to deal with this matter in as comprehensive a manner as he could wish, but he trusted that the justice of his cause would be so apparent that it would make up to a considerable degree what he lacked in ability in presenting his case.

The province was under a debt of obligation to the Hon. George E. King, the father of the Free Schools Act, who in 1871 put the measure before the House. Those who were familiar with school matters know that for the last thirty-five years the successful working of that Act had been in a very large measure due to the resources of the ability and sound judgment of the late Dr. William Crockett. The Act had been in force for about forty-five years and it deserved the hearty support of all.

The principles involved in it, the scheme of taxation evolved and the different regulations decided upon by the Board of Education had been utilized by different provinces of the dominion, and he believed by several States in the Union also, and even the Government of South Africa had at the close of the Boer War employed the late Dr. Mullen to go out there and aid them in working out a system based upon the same principles. What was considered a good education thirty-five years ago was not so considered at the present time, and what is considered a good education at the present time will not be so considered thirty-five years hence. He believed the scope of the Act could be enlarged and amended so as to meet the growing demand of the age and the necessities of the people. They had an excellent force of teachers in the province and the Government deserved credit for the pension system which it had adopted for them, a system which he believed could be further extended.

The school inspector force was in his opinion one of the hardest worked and most poorly paid of the Government employees and it was impossible for them to successfully perform the work required of them. He felt that a system of inspection should be adopted which would permit of monthly visits by an inspector and the benefits to be derived from such frequent visits would be almost incalculable. These improvements would require more money, and he could wish the financial condition of the province would permit of a material increase of the salaries of those connected with the school work. He believed that about all that any district or woman who gives his or her life for educational work gets is the satisfaction of hearing the public say "Well done, thou good and faithful servant!" and that was usually left unused until after his or her death.

He heartily agreed with the idea put forth a day or two ago by the honorable member from Westmorland, Mr. Mahoney, that something should be done to help the children of the poorer districts receive better school privileges. It was not necessary for him to go into details of the hardships and privations which pioneers in new settlements had to put up with. Those people who have the courage to attempt to have out a home for themselves in the forest deserve not only sympathy but financial support in aiding them to build and equip their schoolhouses and maintain them thereafter. The ultimate success of any new settlement depends upon the success which it meets in establishing their school privileges. If their efforts fail or if the burden which they attempt to carry proves too heavy, gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view. There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

for road purposes to be levied on all corporation owned land. Previously to that year they had never contributed a dollar to that purpose, and the administration would deserve even greater credit if they should bring in an act based on his resolution, as in his judgment that would produce for educational purposes not less than \$50,000,000, which if used in the manner he had outlined would be a magnificent addition to the amount now being expended for education, and would ease the road that many of the poor people of the province have to travel at the present time. Since he gave notice of his resolution he had discovered that the pockets of some of the members of the House would be hit by such a law, but he did not believe that there was a member there who did not approve of the principle for which he was contending, and he was counting on their support to see that they were crystallized into law.

He had been met with astonishment that this tax should be imposed on Government lands as well as private lands. In answer to that he might point out that the Government lands gradually they look for better school facilities and the settlement begins to dwindle. He believed that if instead of the thousand dollars which was set aside annually by the province for the erection of schoolhouses a fund could be formed from which an amount of perhaps five hundred dollars could be drawn to help each new district to build and equip its school premises, that the result would be beneficial both educationally and from an immigration point of view.

There are under prevailing conditions a number of school districts in which there are scholars that live so far away from the schoolhouse that they cannot avail themselves of school privileges, their parents are usually in such circumstances that they cannot provide them with a conveyance to take them to school, and the result is that in many places the boys and girls have really no education. The State of Maine is grappling with this school problem, and he believed that a good deal could be done along that line in this province.

There are in the province in various localities a number of school districts that are struggling along under a heavy district assessment, but are keeping up their schools. The taxpayers are few and the property not very large. With these people the question of keeping up a school was a very serious one. Alongside of them perhaps is a wealthy district where the tax for school purposes was light. It would not be practicable possibly to undertake to make changes in the bounds of the school districts to remedy this situation, but he thought that a fund could be established from which a larger provincial grant could be given to these poorer districts than was able to be given at present.

Referring to the question of manual training, he would like to say that no greater impetus could in his opinion be given to the cause of education than to have established in every superior and grammar school of the province a manual training department. It was his privilege some time ago to visit the department of this kind in Lewiston, and watch the boys from 11 to 16 years of age go to their several lockers and procure their tools and work for an hour on the different articles they were required to make. The principal of the school said he had little or no difficulty in keeping the scholars at school, and that the services of the trust officer were very rarely required. The State of Maine spent last year the sum of \$55,000 for manual training, domestic science and evening schools.

An effort had been made in this province along nearly all the lines to which he had referred, and he believed the people were getting good results for every dollar spent, but there was not sufficient money available to develop these phases of educational work. He had endeavored to show that they were in need of money to meet the growing educational demands and he would now show how and where this money might very fairly and reasonably be obtained. His resolution called for a tax of not less than two cents per acre to be imposed for educational purposes on all lands situated outside of school districts. There are in this province millions of acres of such land that up to date are not paying one cent for educational purposes except the almost infinitesimal amount contained in the county tax, to which they may perhaps contribute, but they escape absolutely all district assessment. It is true that along the borders of these lands some school districts are organized and a portion of them are included in the districts and in such cases pay a school tax, but the large bulk of them are giving neither to the government nor to the districts any school tax whatever, and it was from those lands that in his opinion the funds could be obtained to carry on the development of the educational work he had previously outlined. One of the fundamental principles of the school law is that the property of the state should educate the children, but when the law was drafted the great bulk of this land was then in possession of the Crown, and from time to time these lands had been sold until at the present time they had contributed practically nothing towards educational work. Things were different in Maine, for there every dollar's worth of land in the state contributes its share towards the education of its children.

He wished to express the opinion that the present administration deserved credit for amending the road law in 1908 so as to permit of a tax

petition to the Lieutenant-Governor-Council and then went before the next meeting of government for consideration. It then had to go to the attorney-general for his fiat and as often as not had to await another meeting of the government to be put through. Last session, it would be remembered, an act was passed which was intended to facilitate matters somewhat, but he had felt it was desirable in interests of all parties to have the various acts relating to joint stock companies consolidated, in the course of which several new provisions had been incorporated. He had obtained assistance of some of the best known company lawyers in the province, who had had the matter under consideration and they had prepared a bill which was now before the house and which he thought members would find satisfactory.

The bill was drawn largely on the lines of the Dominion Act except in such few cases as that act was not applicable. One feature of the provincial act was that the borrowing powers of a company were limited to seventy-five per cent. of their paid-up capital. The new act followed the Dominion law which extends the borrowing powers to the same amount as capital. He thought there was no objection to this at all, because people who bought companies' bonds would take good care to find out what they were buying. There were other matters too in which some little change had been made in the provincial law and which would be noted as they went through the bill.

There was another matter to which he would like to draw attention in which this province would be the gainer. For some time, until recently, there had been a conflict between the Dominion and Provincial jurisdictions in the matter of incorporated companies. Several cases had occurred where companies incorporated in any of the provinces had extended their business into other provinces, and the Eschequer Court, and also the Supreme Court of Canada had held that a company had no legal powers whatever to do business outside the province in which it was incorporated. This decision was contrary to views of the legal profession the country over, who had always recognized that a company as a corporate body had certain privileges which should be generally recognized wherever a company wished to do business. However the decision of the courts was, companies had no powers outside of their own province. A company might be provincial, but that was no reason why its business energies should be confined to its own province, and the decision of courts seemed so erroneous that in the last few years the provinces shared the cost of carrying the case to the Privy Council where the provincial contention that a company, no matter if only provincially incorporated, was entitled to legal recognition outside its own province, was upheld. It would be seen, therefore, that the province had received considerable value for the expenditure incurred in taking the case to the Privy Council, as New Brunswick companies were now entitled to recognition outside the borders of the province. It was because of the view taken by the courts that companies instead of seeking provincial charters went to the Dominion for their incorporation, in order to obtain Dominion-wide powers, but now that several provinces could give to companies a broad and liberal incorporation which would hold good throughout the whole country, it might reasonably be expected that a greater number of companies would take advantage of the new provisions.

Thinks Five Applicants to Form Company Too Many.

Mr. Slipp thought the section requiring five applicants to form a company was too many. It might be that a small family business was wanted to be incorporated, as was often the case, and in order to make up the required number of applicants a clerk or a stenographer had to be taken in. He did not see why that should be. Personally he did not see why they should make incorporation of a company any easier than it was, for it seemed easy enough now. He considered that five persons was a small enough number for any company to consist of. If it was necessary to protect the public for any purpose, it would be against incorporation of small companies to avoid getting out of payment of their liabilities, and he saw no reason to guard against that sort of thing.

Referring to the section permitting companies to open up streets, lay

poles, etc., subject to such conditions as the Lieutenant-Governor-in-Council should authorize, Hon. Mr. Baxter said that it would be remembered that last session one of hon. members from Northumberland, whom he (Baxter) regretted was unable at present to take his seat in the House, took strong exception to the rights conferred on companies of entering upon roads and streets of cities and towns as a result of which some words were added to the section which, in his (Mr. Baxter's) opinion rather destroyed its value. Since that time a couple of instances had come to his knowledge where small companies which wished to act under those powers had been put to enormous expense for no practical purpose before they could enter on roads and streets. His inclination was to restore the section tax as it was prior to the words desired by hon. member from Northumberland being inserted. However, he would ask the committee that the section stand for the present.

Mr. Slipp objected to the clause empowering the provincial secretary to change the nature of business on application of the company. It might be that a majority of shareholders might desire to go into some business that was never contemplated when the company was incorporated.

Hon. Mr. Baxter said that the minority could protest, and the provincial secretary could not accede to the application unless he was satisfied that it was in the company's interest. However, he would amend the section to meet, to some extent, the views of hon. member for Queens.

Mr. Tilley referred to another matter which he said required a change in law. Some companies had their

head office in some small town or village where, of course, they were taxed, but they really transacted their business in one or more of the large cities, where as the head office was not in the latter place they escaped taxation.

Hon. Mr. Baxter said that was a matter that would have to be dealt with under the assessment act. A lumber company might have its head office in the woods, and at the same time transact practically the whole

of its business at the port of St. John or Miramichi.

At this stage the committee reported progress.

Mr. Young submitted the report of the committee on agriculture.