

they speedily set to work to carve out new homes in what was then an almost unbroken wilderness. They were poor in purse, but rich in experience, determination, energy, education, intellect and other qualities which build up a nation. But, alas, the rising generation sorely felt the loss of the superior educational advantages their fathers and mothers had enjoyed. They could only make use of such as the country then afforded, and these were very limited.

In the towns and villages the means of securing a fair English education were speedily available, but in the scattered settlements the means of securing even the rudiments of education were for many years lamentably deficient. It need, therefore, excite no surprise that the succeeding generation, as a rule, did not attain to so high a standard as their parents in intellectual culture, refinement of manners and knowledge of the world at large.

The first provision made by law for the education of youth in the newly formed Province of New Brunswick is contained in the Instructions to Governor Thomas Carleton, issued at the Court of St. James, August 18, 1784, by His Majesty King George III.

Section 43 of the Royal Instructions referred to reads: "And whereas it has been found by experience that the settling planters in townships hath very much redounded to their advantage, not only with respect to the assistance they have been able to afford each other in their civil concerns, but likewise with regard to the security they have already acquired against the insults and insurrections of neighboring Indians; you are therefore to lay out townships of a convenient size and extent in such places as you in your discretion shall judge most proper; and it is our will and pleasure that each township do consist of about 100,000 acres, having as far as may be natural boundaries extending up into the country and comprehending a necessary part of the sea coast where it can be conveniently had."

Section 45 goes on to provide: "That a particular spot in or as near each township as possible be set apart for the building of a church, and 400 acres adjacent thereto be allotted for the maintenance of a minister and 200 for a *school-master*."

It appears that this grant of two hundred acres was a personal one to encourage the settlement of a school-master in the township, rather than for the support of the school itself; since it is further provided in Section 49, "That a quantity of land not exceeding 500 acres be set apart for the maintenance of a school-master in each township."

Two other sections only of the instructions to Governor Carleton deal with the subject of schools; one of these, viz., Section 76, curiously illustrates

the intimate connection between church and state as it existed in the colonies a century ago. It reads as follows: "And we do further direct that no school-master who shall arrive in our said province from this kingdom be henceforward permitted to keep school in that our said province without the license of the Lord Bishop of London, and that no person now there, or that shall come from other parts, shall be admitted to keep school in New Brunswick without your license first obtained."

The object of the section was to provide for the licensing of school teachers by competent authority. The only provision for sending out school-masters from England at the time was that supplied by the Society for the Propagation of the Gospel in foreign parts, the work of which was largely under the supervision of the Bishop of London. Hence the certificate of that bishop was the official guarantee of the competency of the English school-master for his work. In the case of residents of the province, in order that there might be some guarantee of their efficiency, provision was made for the issuing of licenses by the Governor.

The following extract from one of the closing sections (Sec. 78) of the King's Instructions to Governor Carleton will show that the subject of education was expected to be among the first things to engage the attention of the provincial House of Assembly: "It is our further will and pleasure that you recommend to the Assembly to enter upon proper methods for the erecting and maintenance of schools in order to the training up of youth to reading and to a necessary knowledge of the principles of religion."

It will hereafter appear that our early legislators were rather dilatory in attending to the very important duty so clearly defined by the section just quoted, since it was not until many years later that any well considered plan was devised for the education of the rising generation.

The best schools in the early days of the province were those conducted by school-masters employed by the English Society for the Propagation of the Gospel in foreign parts. This society (commonly referred to as the S. P. G.) was founded about the beginning of the eighteenth century, and under its fostering care missionaries and school-masters connected with the Church of England labored first in North America, and subsequently in all parts of the globe.

(To be continued.)

The total school enrolment for the United States last year was 14,200,000. This included universities; private and parochial schools have 1,500,000.