

knowledge it. If their doctrine is right that it is the proper method to take the whole cost of the education of the children out of the revenue of the people, then the United States and the British Provinces are all wrong.

Hon. Mr. HOWLAN.—The hon. member for Charlottetown says he would like to see another Tenant League got up, in order that he might see what way the Government would act in reference to it. I can tell him that I, as one member of the Government, would go and endeavor to show the people wherein they had erred, which method I think would be preferable to the one adopted by the late Government of building Barracks, and keeping a number of soldiers to overrun every man's farm, when under the influence of intoxicating liquor supplied by the Government.

Mr. McNEILL.—I certainly must give the Opposition credit for fighting out the battle against education, as well as they have; but it appears to me they have begun their objections on a paragraph in which there is nothing said about education. I never understood that it was necessary to mention every item of expenditure in the Address in Answer to the Speech of His Honor the Administrator. It appears that the old feeling against education, on the other side of the House, is cropping out again—the same feeling that prompted the petition that was sent to England, and which was signed by every proprietor, against the laying on of a land-tax to support education. There are some things that people will submit to taxation for, and one of them is education. I think it is hardly worth while to bring up this discussion just now, for although the country may be running in debt, perhaps we may find some way of wiping it off—perhaps we may be able to sell the Barracks, or give them to the hon. member for Georgetown to ornament the town which he represents. I do not think they will be wanted in Queen's County any more, as there is not much danger of a Tenant League springing up again. I believe there was a disturbance in Murray Harbor district, some years ago, about hay, which the soldiers were sent to quell, and if there should happen to be as scarcity of that article again, their presence might be required.

Mr. CAMERON.—I do not see what objection the members of the Opposition can make against this paragraph. One hon. member says it is not true, but I cannot agree with him—It may not advance the whole truth, but what it does say is true. I think the Government have no need to be ashamed of the amount of money expended for education. The hon. member (Mr. Brecken) gave it as his opinion that the old system of compelling the people to pay part of the teacher's salary would be an improvement, but I cannot coincide with his views. The state of the Colony was such under that system that only the most favored localities had any school, for a teacher would not engage in a place where the peo-

ple were too poor to make up the deficiency in his salary. Besides this the Colony generally had to pay an indirect tax of fifteen pounds in every school district. If the present Government would put a tax on the people equal in amount to this the Opposition would raise a great hue and cry against them. The hon. member for Belfast says that the people of the district which he represented when the late Government were in power, were not in favor of having the whole of the teacher's salary paid out of the general revenue, but if such is the case, I think they were an exception to the general rule. The hon. member stated that members of the Government got into power by making promises to the people, but I think this existed only in his own imagination.

Mr. BRECKEN.—I think that last Session it was stated in the Speech that the Education Act was to be amended so as to make the advantages commensurate with the cost. I never thought that the schoolmaster had too much pay, but I think my position is the correct one, that he should not draw his whole salary from the General Revenue. I contend that if you pay the schoolmaster wholly out of the public chest, you leave the impression on the minds of the parents that it is a free gift, and they will not take the same interest in the education of their children, as if they were obliged to pay one-half of the teacher's salary. And should the farmers of this Island be under the delusion that they are to pay nothing for the education of their children? I believe that if this matter were looked into, it would be found that there is a great deal expended for education, and very little superintendence of the schools to see that this large outlay of money is expended judiciously. It is like sending a fine ship to sea with very poor officers—she will not be very profitable to the owner. If every householder were called upon to pay twenty shillings, he would take more interest in the education of his children. Look at the United States, where the people in every district meet to tax themselves, there they strive to excel in education. Are we wiser than our neighbors on this subject? Look at Canada, where they raise more than a million dollars a year for educational purposes; and education there is in a flourishing condition. We know that it is only when people pay for a thing that they appreciate it. The schoolmasters suffered by the late Act, but it was their own fault; for they had no right to take a school unless the whole amount was promised them—if they had met together and agreed upon this plan there would have been no difficulty about the matter. I know the popular cry is do not levy a single farthing—but the nurse does not let the sick child have just what he wants—and so a faithful legislator must do his duty fearless of consequences. As the population of the Island increases, the expenses of education must increase, and where is the statesman on the Government side of the House who can tell where this thing is going to stop. You cannot lower