

encourage students to attend from the country districts of the three Counties, they were only charged half the fees which it cost those belonging to the City. The fees were not high for such an education as was received at that institution. Prince of Wales College was a credit to the Colony, and had he been one of its founders, he would have been proud of it. It had been objected that the present Bill was a return to the old system. If the revenue of the Colony would bear it, he was willing to continue the Act as it stood, and even to increase the salaries of the Teachers. But as some course must be adopted to prevent an increase of the public debt, he thought the Bill under consideration provided the best remedy they could propose. If parents had to pay 7s. 6d. a scholar out of their own pockets for educating their children, it would, no doubt, be a tax, but were it to be the means of making them look a little better after their education, it would not be money altogether lost. Some parties speak of the propriety of increasing the tax on land; but the present cost of education would require a tax of twenty five shillings per hundred acres,—which was one that he thought hon. members would not be prepared to support. He maintained that this House could not be charged with neglecting the interest of the poorer classes by passing this Bill, as provision was made for weak districts. If any place had a right to complain, he believed it was Charlottetown, where the people paid higher for education than those in the country; but he would not object to the measure, though he would like if the House were willing, to have some fairer rate for the City.

Hon. Mr. LONGWORTH did not consider it proper for hon. members—as had been done by those of the opposition—to endeavour to make capital for a party out of such a question as that before the House. He was willing to concede to the hon. leader of the Opposition all the credit due to him for introducing the present system of education, but he doubted if the hon. member had any very clear views as to how it would work. He was not entitled to all the praise which had been given him on both sides of the House, as the measure was not so perfect as had been imagined. He (Mr. L.) was willing to admit that this Colony was in advance of any other dependency of Her Majesty's Crown in supporting a free system of education. But what was a free system of education? If the subject was enquired into it would be ascertained that the systems called free in enlightened countries such as Prussia and the United States, were different from ours. They were not thrust upon the people without their being in a position to adapt themselves to them. What was the case in Scotland? It was known that the free system, there which had obtained such a world-wide celebrity, was not properly free, as the people were directly taxed for its support, even in regard to what was raised by the state. But the system here, which at first looked well enough on paper, had been found wanting, as there was nothing in it to bind the people to take a proper interest in its operation. The country had been working along with it since it was introduced to the present time; but in revising it, we found it impossible to make it applicable to the circumstances of the Colony, without a material alteration. He did not rise to question the integrity of the motives which actuated the hon. leader of the Opposition in introducing the present system; and in advocating the amendments now proposed, he (Mr. L.) hoped that hon. members opposite would also accord those on this side, the credit of sincerity of purpose. He had before said that there was no such system of education as ours to be found in any part

of the world. If, then, it were not adapted to older countries, was it adapted to a new one like this Colony? Were we to refer to Prussia, we would find in a work published in 1842, that while the revenue of that country was £13,000,000, and the cost of education estimated at £1,200,000, still the amount borne by the State was only £50,000. This was the proportion paid by the State for education in that country, and the system of education there was considered the most perfect in the world. It was undoubtedly government education, but as to its being free, it was absurdity. What was given by the government was only subsidiary, and to encourage the people. The same was the case in Scotland; the heritors paid a part, and the people the rest. Were the people of Prussia to contribute in the same proportion for education out of their revenue as this Island, it would amount to about £6,000,000. Our system was called a free system, and he might say if we took into consideration all the benefits resulting from it, it was too free. The hon. member for Princetown objected to the Bill before the House on the ground that it would give a death blow to the present free system. He ought to examine and see whether it was perfect or not, before lamenting that important alterations were to be made in the Act.

[The hon. Mr. Longworth then read some lengthy extracts from several works, among which was one by the late Dr. Young, of Nova Scotia, to strengthen his position that a system of education to be successful should in part be supported by the voluntary contributions of the people.]

The hon. COL. SECRETARY intended to say something on this Bill, but as so much time had been occupied, his remarks would be brief. He was willing to accord to the hon. leader of the Opposition, credit for introducing the present system of education, (and he believed his grand children would have reason to be proud of what he had done,) but it was found that it was costing the country too much, for all the benefit derived from it. The hon. member did not carry his principle far enough; to gain proper advantages from the system, he should have made it compulsory on parents to send their children to school. This was not the time to speak of the manner in which the money to meet the expenses of education was to be raised, but he was of opinion that it would not be judicious to increase the tax on land. The hon. member for Prince County had objected to the cost of Prince of Wales College. The system of education would not be complete without a higher educational institution for the whole Colony. He (Col. Sec.) did not doubt—though the hon. gentleman was disposed to be so very economical in regard to Prince of Wales College—that he would support a grant of several hundred pounds to a sectarian institution.

Hon. Mr. COLES remarked that a great deal had been said about perfecting the present system of education, and all the amendments introduced by the government party had been for that object, but he believed they were now further from it than ever. The hon. member who introduced the Bill had read lengthy extracts from a work by George Young. And who was this George Young? Why it was just as probable that some person in some other country, like as the hon. member had done with Mr. Young