

duced the system in a school which he there established. The National Society soon became wealthy enough by the receipt of benefactions, legacies, and some State aid to contribute towards the erection of school houses, the supply of books, and the employment of teachers, both in the Mother Country and the Colonies. In 1814, a donation of 500 sets of school-books was sent for gratuitous distribution in Nova Scotia and in New Brunswick. In 1818, a Madras School was opened in St. John, and in 1819, through the efforts of Major General Smyth, then Lieutenant Governor of the Province, a Provincial Corporation entitled "The Governor and Trustees of the Madras School in New Brunswick," was established by Letters Patent under the Great Seal of the Province.

The Legislature subsequently confirmed the Charter and made a grant of £700 annually, which grant was continued for several years. In 1820, the Madras Board reported 8 schools with an enrolment of 992 pupils, and four years later, 37 schools with an enrolment of 4736 pupils. In 1825, most of the Parish schools then in operation were conducted on the Madras system.

The strictly denominational character of these schools, controlled as they were by the clergy of one church, soon awakened considerable opposition from the other religious bodies and led to the withdrawal of the public grants. The establishing of a free non-sectarian school system has now reduced the work of the Madras Board to a very limited field.

By recent legislation the funds of the Madras Board have been divided, and the Corporation as such, has ceased to exist. The University of New Brunswick has received, or is to receive, about \$11,000, and the rest of the endowment is vested in the Diocesan Church Society.

New Brunswick forms no exception to the general rule that in point of time the College and High School have been established in almost every country before the Common School. Whatever may be the causes of this order of development, its beneficent effect cannot be doubted. Without effective higher institutions of learning a country cannot hope to maintain for any considerable time a system of common schools in the highest state of efficiency.

It is not within the scope of my present purpose to refer to the establishment and subsequent history of the University of New Brunswick, the celebration of whose Centennial Anniversary has recently attracted much attention, or to the Universities of Mount