

getting their pay as when they received only £15 from the Treasury. He must, therefore, support the amendment, though there were details in the Bill of which he highly approved.

Mr DUNCAN said hon. members talked about the Free system of Education, but was the Government of the country to be burdened so that it could pay nothing at all! What was it that the Bill proposed? to give £10 to teachers instead of £55. This was certainly very hard indeed! For the poorer districts a provision was made that they might get a Teacher, and it was only in districts where the people were better off that a certain small amount would have to be raised. If the scheme proposed was not free education, it was the next thing to it. Were hon. members of the Opposition to get their way, they would soon have the Colony so bankrupt that Treasury warrants would not sell at 20 per cent discount.

Mr HOWLAN remarked that it was all very well for those to talk who had no children to educate. He believed that King's and Prince Counties paid more taxes than Queen's County, for educational purposes, and they did not receive so much money. He knew that schools had been opened in thinly settled districts in his part of the country which would have to be closed were the proposed measure to go into operation. Whatever might be the amount of taxation required, he would support the Free Education system. But as to the Prince of Wales College, it certainly was too great an expense to the Colony. It had cost a large sum during the two years it was in existence, and he could not learn that it was any more efficient than the old Academy. The Normal School, likewise, was a considerable burden on the Colony, and for very little purpose, as it was not easy to understand what good a person could gain there during a short term of five months. The School was a mere farce, because it took some four or five years to go through a course of training in other countries. The expense of the Prince of Wales College was nearly half the whole amount expended on education in Prince County. This method of lowering the average number of scholars would work well enough in Queen's County, but it would not suit in Prince County, many parts of which were thinly settled. He understood from some of the Teachers there that they found it difficult enough to keep up the average as it was. The Teachers had been required to pass the Board of Education two or three times, and all with the hope that they should receive sufficient support to enable them to make teaching a profession. It had been stated by an hon. member opposite that we were going to have an additional duty upon molasses; and when told that this would be a burden on many, he said that those who did not wish to pay the tax, need not use them. This was all very well for the hon. member, but though the duty on molasses was raised, he (Mr H.) doubted very much whether the hon. gentleman himself would pay 10s a year additional by this increase of taxation or not. So it was all on the poor man that the burden would come at last. It was all nonsense to fabricate an excuse by saying that distillers were dishonest in making their returns. Though there might be some truth in this, yet surely there were other articles in the Tariff more deserving of increased taxation than molasses. With regard to what had been said respecting the French Acadian Schools, he thought what was proposed in the Bill would benefit to them, as he scarcely knew more than two or three Teachers of that class in his part of the Island who were not licensed.

Mr HASLAM approached this question with a feeling of diffidence. What was called the Free Education Act had been at first objectionable in out of the way places, where the people had the taxes to pay, though they could receive no benefit from it on account of the high average of attendance required. To obviate this objection, in some measure, and remedy other defects, the Act was amended in 1854. But there was still an outcry, and it was again amended in 1861, without, however, giving any better satisfaction than before, except to those teachers who afterwards passed the

Board of Education. The present system was dragging the country into debt, and some remedy was required. If the Education Bill before the House should prove unpopular, it would only meet the fate of those which had gone before it. It had been stated that the measure would make the teachers wholly dependent upon the people. In most places he thought the teachers at present were too independent. When the old system was in force in the district in which he resided, they had some trouble, no doubt, in getting the teacher's salary collected; but still they made it out, and the school was better attended and more interest was taken in it than now. With regard to the poor districts which the hon. member for Tignish said would be injured by the Bill, he thought they would be in a better position than at present. The Bill provided that these were to have the benefit of a school if the Board of Education reported in their favor. In a part of the country which appeared to him to be a wilderness, he had been told that 40 scholars could be got up; and if this place could make up the number, and obtain a school, he thought there were few districts which need be without one. He was of opinion that if the half of the children in a district could not be kept in school the people there should not have one. When he was canvassing the country at the last election, he had been met by the statement that the Liberals could educate more children with £14,000 than the Tories could with £17,000. What truth there was in the statement had its origin in this, that the average attendance required was higher when the Liberals were in power than at present. He believed it was found nearly as easy to keep up the average when it was 30, as now when it was 18. It was a very small sum that would be required over the proposed allowance from the Treasury; and as the Government could not give more without increasing the taxation, he thought the people would find it cheaper to tax themselves for the amount required. If, however, parties went round the country and represented that the Government should pay everything without showing where it was to come from, they might succeed for a time in making the present Bill unpopular, but it would not stand. As to higher schools in Queen's County, if there were some in the country who desired higher education, they ought to have the opportunity to receive it. If Queen's County received so much more money for education than the other two, it showed that it contained a greater population, and consequently paid more of the taxes. As he had heard nothing from the Opposition to cause him to alter his opinion, he would support the Bill going into Committee.

Mr. HOWLAN wished to explain. He was not opposed to the Prince of Wales College; but considered there was too much machinery there for all the material that was to work upon, or to make his statement plain, that one professor, say Dr. Inglis, and a teacher to assist him, were quite sufficient.

Mr. BRECKEN was not very well acquainted with the working of the present system of Education; but he was willing to give the hon. leader of the opposition credit for for all he was entitled to in regard to introducing the measure. No more important question than education could engage the attention of any statesman. With respect to the support which it received, he (Mr. B.) believed there was no country in the world so lavish of its revenue for that object, as this Colony. If we were right in appropriating so large a proportion of our funds for education, all the rest of the world was wrong. Last year with a Revenue of about £40,000, we expended some £17,000 on education. And he believed that though the Bill before the House was passed, yet this branch of the public service would still cost about £13,000, which would even then be a larger proportion for education than any other country could shew. Something had been said respecting Prince of Wales College, and about Queen's County receiving more from the public funds than the other two. It was necessary to have some higher institution in the Colony than the common school, and certainly the capital was the fittest place to have it situated. The College was as much an advantage to the country as the city; and to