

Though the Act of 1802 is of special importance as marking the crude beginning of a plan of public instruction which has developed into a comprehensive and efficient system, it would be an error to suppose that prior to 1802 the country was totally destitute of educational privileges. In most of the settlements private schools had been opened which, though they maintained only a precarious and interrupted existence, served to keep alive in the hearts of the pioneers a desire for greater educational advantages for their children.

Private efforts were also supplemented by the assistance of several Societies, chiefly of a Missionary character, in connection with the Established Church of England and Ireland. The English Society for the Propagation of the Gospel in Foreign Parts, contributed liberally towards the support of schools during these early years. Most of the teachers appointed by the Society were men of good education, many of them clergymen and graduates of English Universities. The names of these early teachers should not be forgotten, for they left an impression on the history of the Province which may be traced even to the present day.

Another benevolent society which deserves honorable mention is the New England Company, organized by the Long Parliament in 1649 for the purpose of carrying on missionary and educational work in New England. After the American Revolution the Society transferred its work to New Brunswick and established schools, chiefly for the education of the Indians, at Fredericton, Sheffield, Woodstock, Miramichi, Sussex, and Westfield. The names of Frederic Dibblee, a graduate of Columbia College, and of Rev. Oliver Arnold, a graduate of Yale, are inseparably connected with the history of the schools of Woodstock and Sussex respectively. At the latter place the school was continued in operation until 1826. It is disappointing to learn that an enterprise so benevolent in its purpose has apparently left but little permanent result for good.

But of the several outside agencies which carried on educational work in New Brunswick during the first half century of its history, none exercised a stronger influence and effected more permanent results, than that of the National Society founded in London, in the year 1811, "for the education of the poor in the principles of the established Church." The Society adopted what was known as the Madras School System, so named from the fact that its originator, Dr. Andrew Bell, when garrison Chaplain in the City of Madras, India, in 1789, intro-

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