

sadness. I have just seen and conversed with one of the survivors, and have been urging him not to forget the solemn lesson.

I go almost daily to the Indian village. It is just opposite the city, and is composed of huts and houses,—one house is quite a respectable looking one. "I compass the walls of Jericho" and "blow with a ram's horn," and, blessed be God, I carry the "ark" around with me. Without a figure, with love and compassion in my heart, with faith in the power of the gospel, and with the word of God in my hand, I go to them, I read the Scriptures to them, I exhort them, I instruct them as to the way in which a sinner is to be saved, I pray in their huts. So far there has not been the semblance of opposition. No persons could listen more attentively; sometimes, nay often, they are evidently moved. And some of these fine mornings I am expecting to receive the command to "shout." Then will we raise a shout that shall reverberate through heaven and earth and hell, and then will we walk up over the crumbling walls to victory; and "God shall have all the glory."

And we want help,—not pecuniary help alone,—oh that is a small matter just now!—but we want the aid of faith—mighty faith,—the faith that can remove mountains,—faith in its highest exercise,—the faith of the whole church militant; and we want the prayer that moves all heaven and earth. Brethren, come to our help. The Indians are like a sunken ship. They cannot rise without help. Other ships must come round and take fast hold of them. Then wait and pray for the "rising tide," and then rise all together. Ministers and churches, come to the rescue! And come with clean hands, and with pure hearts, and with untainted breath. You have abandoned the rum, Oh, abandon the tobacco! It is not impossible. Try the plan of fasting and prayer, and faith. All things are possible to him that believeth. Hundreds have performed the feat. You can and must perform it, for your own sakes—for the sake of the poor degraded Indian, groaning under the crushing weight of this pernicious vice,—for the Lord's sake—His honor is concerned—His cause is bleeding, he is being wounded in the house of his friends. Oh, crucify this vile lust. Call upon God for help. Take hold of the strength of Omnipotence. Hundreds have left it off. I could give you the names of scores—both of men and of women,—aged men and women, in the noblest meaning of those terms,—who have quitted the use of tobacco, and quitted it forever. And there is not a dissentient voice among them as to the benefit derived from the change. Come and, quit you, like men—be strong! and the Lord God Jehovah will bless you.

"I can tell you about tobacco," said an humble christian sister to me last evening. "I used it for five years. I smoked. Overwhelming trouble drove me to the pipe. Afterwards I found higher and holier relief at the foot of the cross. But I did not know that it was wrong to smoke. But I found that tobacco had not only the property of deadening sorrow, it would also deaden religious joy." Ye ministers of God, is not this in accordance with your own experience? From the very nature of the intoxicating principle, must it not necessarily be so? I cannot improve upon her own terms in describing the way in which she cast the accursed thing away from her. "I did up my work," she said, "I sat down and smoked; then I read my bible and prayed. I had a sweet time in prayer, but I felt that the smoking had lessened my enjoyment. I might have had a better time, I said to myself, had it not been for that beastly pipe, and I threw it into the fire." Once, and only once, was she afterwards tempted to smoke. She was alone in the house. Her husband's pipe lay upon the shelf, with that of another smoker, and a terrible craving seized her, and strong temptations were urged to smoke once, only this once. I looked at the pipes for a moment," she said. "But from her heart came up the emphatic No! which can conquer heaven and earth and hell! "I took a drink of cold water," she continued, "then fell on my knees, and asked God to remove forever this craving for the pipe,—and he did so,—it has never returned."

There, ye ministers of God,—ye followers of Jesus,—ye young men,—there's an example for you! Tobacco will indeed deaden sorrow,—it will soothe, it will relieve for a moment, the pangs of conscience. Yes, the leaves of the tobacco plant will do all this—and that is the most that can be said in their favor. But oh—my friends, the leaves of the tree of life can do it better. Oh try these leaves. They too can deaden sorrow, they can soothe, aye, cure the wounded heart—they can relieve the pangs of conscience, so that there shall be no return of those pangs. And blessed be God, there is no poison in those leaves. And they heighten not lessen religious joy. They are balm for every wound. They are "for the healing of the nations." Oh, my friends go up to the tree and pluck some of those leaves and try their virtue. The flaming sword is quenched. And they are without money and without price. Again I urge you TRY THEM.

Fredericton, Nov. 17.

**Provincial Parliament.**

**HOUSE OF ASSEMBLY.**

MONDAY, Feb. 15th.

The House met at three o'clock. Petitions were presented by Mr. Bourinot, from the inhabitants of Mire and Cow Bay, by Mr. Longley, from the trustees and governors of Acadia college, and by Mr. Jost, from the inhabitants of New Germany, for amendment of the Dalhousie college Act.

Hon. Prov. Secretary laid on the table a return of the aged teachers presented with free grants of land.

Mr. Pryor presented a petition and introduced a Bill in accordance with the prayer thereof—To amend the act to provide for the erection of a Court House in Halifax. Also a Bill to provide for the reconstruction of the Board of Commissioners for the erection of the new county jail.

The third reading of the chapters of the Revised Statutes already passed in committee was moved.

In reference to the chapter relating to Collectors of Customs, Mr. Miller proposed to alter the form of oath administered to these officers, on taking office, so that they would be obliged to swear not only that they were not then openly engaged in mercantile pursuits—but were not indirectly engaged in any way in trade.

The Financial Secretary offered no objection to the amendment proposed, and it passed, *nem con.*

Mr. James McDonald was of opinion that provision should be made to prevent collectors from receiving any fee or reward from importers, as brokers or otherwise, and he therefore moved the following clause by way of rider to the bill:—

No Custom House officer, clerk, or other person engaged in the collection of the revenue, shall take or receive any fee, reward, or remuneration for any services performed by him or them as broker or otherwise, for or on account of any master or shipmaster entering or clearing from the Custom House in which such person shall be employed.

After a few remarks from Mr. Coffin and Mr. Blanchard, the clause was passed 25 to 20, and the bill as amended was read a third time.

**THE EDUCATION BILL.**—Hon. Prov. Sec., in introducing a bill entitled, "An Act for the better encouragement of Education," said—Whilst on the opposition benches, two years ago, I called the attention of the Legislature to the highly important facts disclosed by the Census which had then been compiled. I pointed out that the returns disclosed a very large amount of ignorance in this country, and I took the opportunity of stating that I considered the question of education of such importance and interest to all classes that gentlemen of all parties in this house should unite with the common purpose of improving it. Those views commended themselves to the candid consideration and judgment of this house and of this country, and it is now my intention, first reminding the house of the evidence we have of the necessity of dealing with the question, to state the outlines of the bill which I now have the honor of introducing.

It is many years since any improvement has been made in the educational system of the country. It is well known that since the Legislature first dealt with this question, the population and revenue of the country have very largely increased. It therefore requires no argument to prove to intelligent men the propriety of taking measures for the amendment of our law, and give increased facilities to such an important public service as that of Education.

I am quite aware that the bill which I have the honor now to introduce will probably disappoint many members of the house, and many people in this country who are sincerely desirous that something important should be done to advance our educational status, and to cause a wider diffusion of knowledge among all classes of the people. I know that the public mind has been directed very much to one especial means—that of compulsory assessment for the support of common schools. This bill does not propose, however, to take that course. I confess that my views have undergone no change on this subject since the first session I had the honour of a seat in this house, when I voted for a resolution approving of a system of compulsory assessment for the support of the common schools of this Province. But after a careful examination of the whole subject, looking at it with a sincere desire to come to such conclusions as would best advance the wide diffusion of education among the people, I have come to the belief that in the present condition of this country, it would not be either wise or politic to carry immediately into effect a system of compulsory assessment. Whilst I have thus hesitated to provide for compulsory taxation, the bill which I now introduce is framed with a view to render that system as gradually acceptable to the people as it is possible. Wherever there is a disposition to introduce the system, greater facilities than heretofore are offered, and in addition to that it provides inducements to all such sections of our country as shall establish schools open to all. It also provides for the construction of school houses where it may be found necessary by that system, and that without being adopted by any vote of the inhabitants. The system will therefore be introduced in such a way as to render it as acceptable as possible. At present there are some sections of this country where compulsory assessment could be introduced without difficulty, but there are also many sections where in consequence of want of markets, and the absence of a circulating medium, and facilities for travel, etc., it would be found difficult to work out the system satisfactorily.

The first thing proposed in this Bill is the establishment of a Council of Public Instruction. Every one who is familiar with educational matters knows that cases arise, very frequently, when it is exceedingly desirable that there should be some body which is authoritatively clothed with power to act on all matters referred to them—to publish such regulations as may from time to time be found necessary, in order to introduce uniformity into the system of schools and provide for exigencies that will always arise in carrying out any system of education in this

country. A good deal of difficulty arose as to who should form the Council. I considered it to be necessary that it should have the confidence of the country, and that it should be directly responsible to the Legislature. It is therefore proposed in the bill that the members of the Executive Council, for the time being, should form this committee of public instruction. It is also well known that in order to perfect the system of education there should be a Superintendent qualified to discharge the important duties of examining and reporting upon the educational state of every locality in this province, and to gain such information in these examinations as will enable him to suggest, from time to time, valuable improvements. I am aware we have long had such an officer, but everybody knows that he has been charged not only with the duties of Superintendent, but combines with these the laborious superintendence of the Normal School. With such a demand upon his time and talents, it is impossible that he can devote that amount of consideration to the superintendence of education that is absolutely necessary he should. I therefore propose to separate the duties of Superintendent from those connected with the Normal School, and to appoint him Secretary to the "Council of Public Instruction."

In order to give that efficiency to this question, which its importance demands, I have felt that it is absolutely necessary that the country should have the benefit of frequent visits from an accomplished Superintendent of Education, whose business it will be to examine the country, and report upon its condition, in connection with educational matters, from one end to the other. Looking, however, at the impossibility of any one individual being able by his sole personal exertions, to accomplish all that is desirable for the success of this measure, a provision has been introduced for the establishment of county inspection. Connected with every Board of Commissioners throughout the province there is to be an educated, thoroughly qualified man acting in concert with the general Superintendent of Education. His duty will be to attend to the thorough inspection of all the schools embraced within each district in the province; and in order to provide efficient men for this purpose, it is necessary that they should be paid. This bill therefore proposes that this Inspector shall act as a clerk to the School Board, for which he shall receive 5 per cent. on the actual disbursements; and in addition thereto, a certain sum for each half-yearly visit to each of the schools in his district.

It is also proposed that a different arrangement of the school sections shall be made. This is a matter of no novelty to the house since the Superintendent of Education has, again and again, called the attention of the Legislature to the fact that the country has entirely outgrown the original dimensions of the school districts. This bill proposes the construction of an independent Board of persons, whose duty it shall be to survey and re-arrange all the school districts, adapting them to the present condition of the country. It is also proposed to provide examiners for each district one of whom shall be the Inspector, to examine all applicants for license to teach. By this means it is hoped to raise the status of the teachers very materially. It is also proposed to provide examiners for each district one of whom shall be the Inspector, to examine all applicants for license to teach. By this means it is hoped to raise the status of the teachers very materially. It is also proposed to pay a moderate amount of pay to these examiners, in order to interest them more in their duties. It is also provided that one of the trustees who shall be charged with the special business of management of the school minutes shall be paid a commission on the moneys collected by him, as remuneration for his services.

I have already stated that the bill provides greater facilities than heretofore for the carrying out of the principle of assessment. A premium of 25 per cent. is offered to every school founded on the assessment principle and declared free. In order also to meet the necessities of the poorer districts, the bill provides that one-fifth of the entire amount placed at the disposal of each Board of Commissioners shall be set apart in the first instance, for the purpose of supporting schools in the sparsely settled districts, and that, too, in addition to the amount they would be otherwise entitled to under the law. I am aware that a similar provision existed in the former act, but the commissioners, in many instances, appear to have been uncertain as to its proper construction. It is also proposed with a view to elevate that important body of individuals in this country who are charged with the dissemination of education through the country—in order that they may be stimulated to obtain the highest possible amount of cultivation, by due preparation for the discharge of their duties,—it is proposed to alter the system under which school-teachers are paid. At present, in the distribution of the public money the advantages are entirely in favor of the richer and more highly populated sections. Now a teacher is not paid so much according to his qualifications. Henceforth however, all the teachers in the province are to be classified. It is the duty of the Council of Public Instruction to prepare a scale for the classification of teachers; those only who attain a certain educational standard can be classed as first class men. They will in this way receive that status to which their qualifications entitle them, without reference to the wealth and population of the district in which they are located. This classification is intended to give additional stimulus to teachers to attain a high order of education.

I have thus glanced at the leading outlines of the measure which I am now offering to the house, and which I think will be found upon examination to contain (if it is not as perfect

as it might be) a great many improvements upon the existing law. I believe it is a measure which, if adopted by the house, will result in giving an impetus to the common school education of the country. I have stated before that whilst the population and revenue of this country have increased, no corresponding increase has been made in the sum appropriated for education. It is therefore proposed to increase the grant very materially, in the way which I shall here show. It is not intended to interfere at all with the system of educational colleges and academies of this province which, after a careful and thorough trial, have been found to aid so much in advancing the education of the country. A happy emulation in education has been excited among all classes, and a large amount of money has been drawn from the private coffers of denominations and individuals throughout the province, by means of these institutions. It is not intended to interfere with them, but the government hope that the measure which is now introduced will have the effect of enabling each of the counties to get, to some extent at least, the same advantages which are now enjoyed by those counties where these academies exist. On a former occasion the system of county academies was tried, but after a while was abandoned; but I believe, since then, the advance in intelligence and in wealth has been so great as to ensure their success if they are adopted once more. It is proposed whilst largely increasing the sum for common schools, that the large amount previously given to grammar schools shall be left to the support of superior schools.

It is proposed to give every county the advantage still of these superior schools. In addition to that, it is proposed that each county that does not enjoy the colleges alluded to shall have an academy sustained by the grant of \$600 each. The effect of that will be that there will be 13 county academies with grants amounting in all to \$7800. In 18 counties there will be \$400 granted for each of the superior schools which are provided for in the act, and in addition to that it is proposed to raise the amount for the support of the superior schools and county academies. That will give an addition of over \$13,000. The amount required for academies, and payment of local inspectors will increase the sum necessary for educational purposes something like £6000 per annum.

I now beg leave to introduce the bill, the provisions of which I have cursorily run over. I have little doubt that it will be the desire of all parties in this house to give such a stimulus to the education of Nova Scotia as that when the decennial period comes round again, for taking an account of our condition, the returns may not cause a blush of shame to mantle in the face of every intelligent man as was the case when the late census revealed the deplorable amount of ignorance that existed in this province.

(The Prov. Sec. also stated, subsequently, that it was intended to distribute the educational grant to the common schools, among the several counties, more in accordance with their population.)

Mr. Archibald—I have listened with a great deal of interest to the observations which have fallen from the hon. Provincial Secretary on the introduction of the bill. I presume that this is the measure which has been promised to the country in the Speech. I may say, at the outset, that there are many things in it, to which I give my most cordial support. There are also many things in it which I have no doubts will be subject to some modification, when it comes up legitimately for discussion. But I cannot help saying, and I feel it my duty to say, that I participated in the disappointment which the hon. gentleman suggested some might feel on considering the bill. I think that the present Government stand in a position that no Government has ever stood in this country—that no Government may be expected to occupy hereafter—to deal with this question in a vigorous manner. I am of opinion that the provisions of the proposed bill do not differ very materially from those of the statute already in existence. Its improvements are not of the importance that the House and the country had a right to expect. The Provincial Secretary congratulates the country that the Educational grant has been increased from \$45,386 to \$58,880, independently of the sum that he intends to provide for the grammar schools and academies. Let us look at the position of the country when the former sum was granted.—Then we had a revenue of only £115,000, whilst last year, we had nearly double that sum. It must therefore strike every one that the increase in the educational service is not as great as the country, considering its revenue, had a right to expect. I think the provincial Secretary at one time, raised the grant by \$1200, though it only lasted for two or three years, and was withdrawn. So after all he cannot boast that the present increase is so remarkable.

I cannot think this question is being dealt with in as vigorous a manner as the necessities of the country require and the position of the Government warrants. Looking at the deplorable fact exhibited in the census,—at the large number who can neither read nor write—I cannot help thinking that the grant should be more largely increased than is promised. I do not mean, however, to say that the steps taken in this bill are not in the right direction. I only regret that the difficulties which the Provincial Secretary has suggested have made him recant to his own convictions as expressed in this house—that, in order to found a suitable system of education, something more is necessary than merely making additional grants. I am afraid also that the encouragement for assessment which the Provincial Secretary says is at the basis of this bill, will prove delusive. We have had this system of giving the power of