

How then was it proposed to mend it? A Training School, it appeared, was to be established; and a high amount of salary must of course be paid to the Teacher; where, he would ask, was that salary to come from? It appeared that the Common Schools were to be attached to the training School, and that in the course of some time, all the Teachers in the country were to come and be instructed there: but however right and proper such a course might be, it would nevertheless be attended with expense; and that expense must be provided for in some way. Another provision was, that a training School should be established in each County; and that a classification of the Teachers should take place, each to be paid according to his merits and accomplishments; but it should be borne in mind that all this could not be accomplished without additional expense. These, with some others, were the improvements suggested by the Bill, and he (Mr. S.) would not deny that they were not very good; but he feared they were not practicable, and he would at least wish to hear how they were to be carried out. At all events, the Bill did not strike at the root of the great evils complained of, which were to be found in the apathy of parents, and the general want of feeling which withheld people from giving any thing for the support of Education unless they happened to have children themselves. Mr. End, "That is, they are not Philosophers."—Well, the learned member from Gloucester, and the learned member for York, must be Philosophers, for they both appeared to be deeply interested. The House ought to legislate on a general system, and not attempt the establishment of Training Schools or such other details however good, while the main evil, the cause of all the others, remained unattended to. It was his (Mr. Street's) firm persuasion that until the same method practised in the New England States, were adopted, and carried out in the principle of Taxation, all other efforts would be found to be unsuccessful. That was the only way to remove the prevailing apathy; and until it should be introduced as the basis of Legislation on this subject, he must, however unwilling, oppose the Bill. (Here the learned member read several extracts from the "Abstract," stating that all the advantages to be anticipated from the introduction of the best class of Teachers would prove unavailing unless the parents could be persuaded to forego their apathy.) He would willingly have assisted the Hon. Member of the Bill, in making it as perfect as possible, but he thought it useless to do so while it remained without a single clause to counteract the selfishness which prevailed all over the Country. If the principle of assessment were carried into effect, it would at least have the effect that when people found themselves forced to pay, they would reason thus, that as they paid their money, they might as well reap the benefit, and thus the desired object would be accomplished.

Mr. END would not have arisen again, were it not for the observations made by the learned member (Mr. J. A. Street) on the general apathy of the Country on the subject of education—sentiments which he Mr. End did not agree with.—The learned member for York, (Mr. Wilmot) had also made similar assertions; but it was likely they applied to the Back Settlements. Mr. Wilmot, "No." Then they could only apply to that hon. member's own County—and could not apply any farther: at least he (Mr. End) would not allow them to be applied to the County of Gloucester; where he was sure the parents of children discharged their duty to their offspring, as far as their ability went, equal to any other people in the world. (Here Mr. End made some remarks on the comparative intelligence displayed by the people of this Country and that of Emigrants from all other quarters of the world, as exemplified in the examination of witnesses, and then stated that he thought the balance was considerably in favour of the former; and from this circumstance concluded that education had not been so much neglected in the Province as had been represented.) How then, in the name of wonder had the Schools been hitherto supported? How had they been upheld in a Country where the parents of youth were so unnatural? Here was the report—12 Counties had been examined by the Inspectors, who were doubtless disposed to find fault; and yet this very Abstract showed the case not so bad as had been anticipated.—In York there were 49 Schools, averaging 19 Scholars in each, and the average attendance throughout the County would be found between 22 and 13—who then paid for the education of these Scholars. It must be the Government—for the Abstract says the parents are all apathetic. Now the case was this—For the Education of these Scholars it might be fairly estimated, that the Government paid from 20s. to 30s. per annum; who paid all the rest?—why those very people who were represented as being so unnatural that they would not take care of their own children! Why then degrade the people of the Province, who had already given such ample proof of their liberality, by assessing them to pay for the Education of their own children?

Mr. GILBERT said that all the information furnished by the report of the School Commissioners upon this subject; which had cost the Province nearly six hundred pounds, was completely thrown away; they had all that information before, therefore it was principally useless; it was not worth a groat. Then was the Training School spoken of; that would also entail another expense on the Province. It was well known by any person at all conversant with the School affairs, that no man of respectable acquirements would, in this Province, undertake to teach a School; it was degrading to be called a Schoolmaster. Such Persons could obtain employment in Mercantile Establishments at a Salary of from one to two hundred pounds a year, which was much more than they could earn at teaching a School; it was only such Persons as were deficient in mind, body, and estate, the halt, and the lame, that would teach School; and as soon as they could muster fifty pounds, they would be seen with a pack on their backs, peddling out goods through the Country. He looked upon the Bill, as being a precursor to the system of taxation; and he for one was prepared to stave it off as long as possible; let Hon. Members look at the careful, and insidious manner in which it had been drawn up; taxation it was true, did not appear boldly in front; but depend upon it, it would follow in the train; he could plainly see the workings of the great design. (Laughter.) If future generations should choose to introduce this system, let them do it, but the Country was not prepared for it at present. He thought the School Commissioners had done more harm than good; and so long as their Salaries were kept up, just so long would this excitement exist; he thought the Committee had better pass a vote of thanks to those gentlemen, and then cry quits. (Laughter.)

Mr. PAYNE hoped the Bill would not be lost; but that the Committee would unite in making it as perfect as possible; he was satisfied that the Bill contained the proper elements, but thought it would require some amendments. There could be no doubt but there existed a great want of properly qualified Teachers; he had been applied to, to furnish two Teachers in his County; and although a number had applied to him for situations, he had been unable to select but one that was at all capable, or properly qualified. There was not that apathy existing in the County generally, that had been spoken of by Hon. Members; if the leading men of the Country were to take a little more interest in the Schools of their respective Counties than they were in the habit of doing, much more good might be effected, even under the existing system, than there at present was. The poor people in the remote settlements of the Province, who had to work hard amongst the black logs, and fight black flies into the bargain; had no time to attend to such matters; and unless there was some person who took a sufficient interest in their welfare to establish a School for them, they would in many cases go without one altogether.

Mr. WARK said that a great deal had been said about taxation during the discussion upon this Bill; but he could not see what taxation had to do with the subject then under discussion at all; there was nothing about it in the whole Bill. He regretted to hear the Hon. and learned Member

for Northumberland (Mr. Street) recommending taxation, as the only mode of removing the apathy that at present existed throughout the Province, on the subject of Education; he (Mr. Wark) could not agree with that Hon. and learned Member upon that point; he thought the only proper mode of removing that apathy was, to introduce a better class of teachers into the Province. The cause of this seeming carelessness on the part of parents was not (as had been intimated by some hon. members) an indifference whether their children received an education or not; it was caused by witnessing, perhaps daily, their children returning from school, their bodies covered with welts from the rod of the master, (hear, hear;) he could tell hon. members it was this, generally speaking, that caused the apathy about which so much had been said. He (Mr. Wark) was astonished at the opposition manifested towards this bill; let hon. members turn their attention to the state of other countries in this respect; he was satisfied they would look in vain for another place, where the same system of education was pursued, as that at present in existence in this Province. New Brunswick was almost half a century behind the age with regard to education. In England, Ireland and Scotland, the different societies for the propagation of knowledge, each had its training school, and he trusted ere long to see the same system introduced into this Province. A letter had the other day been received from the Rev. E. Ryerson of Canada, containing much valuable information upon this important subject; he regretted extremely that this letter had been mislaid, as he had intended to have read some extracts from it for the information of hon. members who had not seen it. The hon. and learned member from Gloucester (Mr. End) was opposed to the introduction of a training school into this Province; yet he admitted the necessity of having a better class of teachers than were at present to be found; but how, says he, are you going to get them. This reminded him (Mr. Wark) of the play amongst children of "open your mouth and shut your eyes, and see what luck I'll send you." This was a very good illustration of that hon. member's system. He (Mr. Wark) trusted that an improved system would now be introduced, and that the country would no longer require to await the arrival of emigrant ships to supply them with schoolmasters.

[The hon. Member here read some extracts from the "Quarterly Journal of Education" or "Smith and Dolier's mode of Teaching." In speaking of the "Edinburgh Session School" the Editor remarks—"In this useful institution of the Scottish Capital, the pupils are made to analyze every sentence as they read it, showing thereby that they thoroughly understand its meaning, while opportunity is taken by the instructor for imparting any general information with which the subject under discussion may naturally be connected. This is done in a manner which robs Scholastic hours of their austerity, and converts an irksome task into a pleasurable exercise." Mr. Wood the author of "An account of the Edinburgh Session School" observes—"It is the constant remark of almost every stranger visiting this School, that its pupils have not at all the appearance of School-boys, doomed to an unwilling task, but rather the happy faces of children at their sports. This distinction is chiefly to be attributed to that part of the system of which we are here treating; by which, in place of harrassing a pupil with a mere mechanical routine of sounds and technicalities, his attention is excited, his curiosity is gratified, and his fancy is amused." One or two extracts of the examination of this School were read by the hon. Member, which will afford some idea of its nature, and of the proficiency of the scholars—Q. It is said, "These were the breathing times of our heroes!" What were the breathing times? A. Short intervals in the battle. Q. What is meant by "to breathe," literally? A. To respire. Q. By what word would you express to "breathe in"? A. To inspire. Q. How would you express to breathe out? A. To expire. Q. How would you express to "breathe through"? A. To perspire. Q. What word would describe to "breathe together"? A. To conspire. Q. What is "immediately"? A. Literally, it signifies nothing being in the middle. Q. How would you express to go in the middle as between parties? A. To mediate. On the word "anxious" occurring, I asked one of the boys its meaning. He said, being anxious was hoping for or desiring. I asked would not "eager" express as much as that? "Yes," said he, and then as if a new distinction had struck him, he said, "but there is a fearfulness included in anxiety which is not expressed in eagerness." This was Mr. Wood's intellectual method of teaching. Mr. Stowe had improved upon this system by adding the moral training, thus combining the moral with the intellectual, which system was perhaps as near perfection as any could be brought. But in New Brunswick they were still groping on in the old style; they had not even got as far as the intellectual system; it was his opinion that this subject should have been taken up 15 years ago, and these improved systems introduced. He would ask those hon. Members who had passed such high eulogies on the present system, where in the whole Province did the School exist, in which the intellect of the pupil was, at all cultivated?—they could not produce one. He thought if the Norman training School would cost the Province £400 per year, the money would be well expended. He therefore hoped the Bill would not be lost, but that it would be amended where amendments were necessary and suffered to pass.

Col. McLEOD said that one great defect in the present system was the reduced power of the Trustees of Parish Schools since 1837; previous to that time they were limited to six Schools in each Parish, in no case to exceed eight; the Act of 1837 increased the number of Schools, since which time they had grown worse instead of better. The Act of 1837 also introduced the Boards of Education; he had no doubt but that these Boards had done much good; but they took the power of examining the master, as to his capability, out of the hands of the Trustees; this he thought had also had an evil tendency. He was favorable to the Norman Training School contemplated by the Bill; he was satisfied it was the only proper method of training Masters; he thought, however, one would be sufficient for every purpose; and that there would be no necessity for different branches throughout the Province. He was, upon the whole, favorable to the Bill, and thought it contained many wholesome provisions; he therefore hoped the Committee would unite in endeavouring to purify the Bill.

Hon. Mr. HAZEN said he was not in the House the other day when the principle of the Bill was discussed; but he supposed the object was the establishment of Normal schools, and the classification of Teachers, both of which he would have no objection to, but he wished to know what plan had been proposed to defray the expenses. A Training School, would at the very least cost the Country £250 per annum; and this again applied to the expense of instructing the Teachers, who would be obliged to come up from every section of the Province, would at a moderate calculation amount to £1800 yearly. He thought it would be impossible to carry on an efficient Training School short of £300 per annum; and every Teacher who came to the Establishment, would at the most moderate calculation cost the Country £8, for it would be impossible to bring them to Head Quarters without incurring expense. He (Mr. Hazen) was willing to support the Bill, if any plan could be devised to prevent the necessary outlay from becoming a burthen on the Revenue; but in the absence of such information he must be under the necessity of opposing it. He again repeated that he believed the principle of the Bill good; but while he acknowledged this, he saw no other way to carry it out but by a tax on property. A model School would doubtless effect much good; but its expense should be borne by those owning property in the Country; and he (Mr. H.) would as one of those, most cheerfully contribute his share: for he had always thought that the owners of property who are unwilling to contribute to the cause of Education, should be compelled to do so. If then, this principle was embodied in the Bill; he (Mr. H.)

would cheerfully support it; believing as he did, that whether a man had children or not, he should be forced to contribute to the general support of education.

Mr. WILMOT had not intended addressing the Committee so soon, but when he found an hon. Member so self-sufficient that he pretended to more knowledge of the subject than the three Inspectors who had expended so much time in their investigations, he must say a few words; and he would grant that there was little use in argument if at the end of the debate the hon. Member from Westmoreland (Mr. Hanington) would not own that he had been fairly answered. He would ask the hon. Members (Messrs. End and Hanington) were they not prepared to bring something beyond mere assertion, to prove that the Parish Schools were in an efficient situation, and the Report of the Inspectors wrong? The hon. Member (Mr. Hanington) would not come to the light—he acknowledged he was in the dark, and that as the whole Report was locked up in a trunk, he could not acquire information. Well, he had been told where the trunk was, and what had prevented him from searching it—but no! he refuses, till all the light contained in the large Report is brought to bear in one common focus, to save him the trouble of looking for it. He feared that the hon. Member was wedded to the present system—Mr. Hanington, "No." Then why did he wish to see the present Bill postponed; and why had he moved a resolution to that effect? As for the hon. Member from Queen's, (Mr. Gilbert) he was still worse; it was to be hoped for the credit of the House, that his speech would not be reported.—Here some hon. Member said, "you will cause him to be twice reported." That hon. Member had said that if young men had acquirements or talents for anything else, they would not become schoolmasters, and that the present schools were taught only by "the lame, the halt and the blind;" and "deficient in mind, body, and estate." "I did not say so" by Mr. Gilbert.—Well, the hon. member had said, the lame, the halt, and the blind, and he (Mr. W.) had added, the blind. The hon. Member opposed the Bill, because he had conjured up the ghost of taxation to frighten himself with; and by and bye the hon. Member from Northumberland gets up in his place and opposes it because it did not include taxation; and thus between the extremes of the parties it was hard for the friends of the Bill to know how to act. He wondered much at the opinion advocated by the learned Member from Charlotte (Dr. Thomson,) maintaining that Education did not conduce to the public benefit, surely if that hon. Member wished for protection either for himself or property, he would feel himself safer in a well educated community than in one of a contrary description; and this was the very cause of the great interest manifested by the Governments both of Prussia and the United States, differing widely as they did in other respects on this absorbing subject. "Oh but," says he, "the people themselves are not interested enough;" well, be it so; that was the very cause which should induce the Government to do its duty. The remarks made by the hon. member from Kent (Mr. Wark) were deserving of the greatest consideration. No one knew better than did that hon. member the pleasures to be derived from teaching; and he had declared the inefficiency of the present system—and the absolute necessity for introducing a better. He would now refer to the observations of the learned member for St. John (Mr. Hazen) who expressed himself willing to support the Bill if any plan could be devised for arranging the expense:—this then was the plan, let one school be deducted from each Parish, and the amount requisite for carrying out this improvement would be saved. (Here the hon. member spoke at considerable length on the vast benefits which the country would derive from the operation of the proposed measure, and the ease with which it might be carried out, and concluded by observing that it would be better to take the question at once, and thus decide whether there was any hope of carrying the Bill on a division. The hon. member was followed by Messrs. Hanington, Gilbert, and Thomson; in opposition; but we lost their speeches through an interruption for a short period.)

Mr. WARK would not have arisen if the plea of expense had not been brought up by the opponents of the Bill; while in effect its real object was to lessen expense instead of increasing it. At present there were different systems, varieties of teaching, and an endless confusion and mixture of Books, which prevented much good from being effected; now if a school could be introduced which could communicate double the knowledge now given, a great saving would be effected. It was justly said, that he who made two blades of grass from where only one had hitherto grown, was a benefactor to his country; and this rule would apply here in all its force. It had been remarked with much truth, that the English were rich while the people of this country were poor—but this was one great reason why the system here should be made as effective as possible, so as to educate the youth of the country in as short a time as it could be found practicable.

Dr. EARLE urged his former arguments in favour of the Bill, and combated with much warmth, the arguments of the opposition. The hon. member concluded by observing, that even the opponents of the Bill acknowledged that the present system of Education had been in operation in this Province for the last thirty years, a fact in itself sufficient to convince them that it must be defective; yet notwithstanding all this they would still set quietly by and shut their ears to the cries of hundreds of their fellow-beings—the children of this Province, who were literally perishing for lack of knowledge; in a word they admitted the necessity of a change; but refused to stir, or lend a helping hand.

Mr. END made a few remarks, in the course of which he submitted the following valuable statistical information; showing the number of Schools in each County of the Province; the average attendance at these Schools; and the amount paid by the Province annually for the Education of each Pupil.

Names of Counties.	No. of Schools.	Average Attendance.	Am't paid by the province for each pupil per year.
York,	45	19	£1 0 10 1-4
Carleton,	26	15	1 5 1 1-4
Sunbury,	19	13	1 6 1 1-2
Queens,	42	15	1 6 7 1-2
Kings,	63	15	1 5 8 1-2
Saint John,	37	30	0 13 2 1-4
Westmorland,	86	13	1 10 8 1-4
Charlotte,	54	17	1 2 8 3-4
Northumberland,	53	22	0 17 6
Kent,	31	17	1 2 7
Gloucester,	11	19	0 17 6 1-4
Restigouche,	12	19	1 0 1 1-4

Mr. W. H. STREET spoke briefly upon the subject, but from the lowliness of his tone, and the unusual noise at the time we were unable to report the Hon. Member. We however understood the Hon. gentleman to say, that he was in favour of the Bill, and of the system proposed to be introduced thereby; but was of opinion that the system of taxing the landed property of the Country to support this new principle should also be introduced into the Bill; and that unless this was introduced previous to the third reading, he should then feel himself called upon to vote against it; at present he should vote in favour of the Bill.

Mr. BROWN said that when he introduced this Bill he then stated that he feared it would be a difficult subject to legislate upon; and the very lengthy debate which had since taken place upon the subject had fully verified those fears. The subject was now fairly before the Committee, and before the motion was put, he begged leave to make a few remarks. He had been asked the question, "why he had not introduced the system of taxation into this Bill." He would inform Hon. Members why he had not done so; he feared if introduced, it would have been a bone of contention, and

might have been the means of destroying the Bill, or preventing its passage; this was the only reason. He had long been of opinion that the day was not far distant, when the Education system in this Province would have to be supported by a direct tax upon the landed property, or in other words, the wealth of the Country; that the rich man should be made to assist in educating the poor man's child. He was satisfied the principle was a correct one; and also, that the Revenue of this Province could not much longer support the immense yearly demand made upon it for the support of Education. This, as before observed, had long been his opinion; although the Hon. Member for Queens, (Mr. Gilbert) might talk about "staving it off" as he termed it, depend upon it, it would come sooner or later. That hon. Member's imagination had taken fire at the very mention of the word taxation. It was not his (Mr. Brown's) intention to attempt to answer every thing that hon. member had said in the course of this debate,—he (Mr. Gilbert) had said all sorts of things. Amongst the rest he had talked of the hardships the poorer Parishes in the several Counties would suffer if the system of taxation were introduced; but in this, as in many other things, he was troubling himself with unnecessary fears; there would be no Parish Assessments at all, the whole county would be assessed, and the amount equitably divided amongst the Parishes; therefore the poor man would not suffer. It was unnecessary for him to attempt to answer all the arguments that had been brought to bear against this Bill; they had already been successfully answered by the hon. and learned member for York (Mr. Wilmot); the hon. Member for Kent (Mr. Wark) had also advocated the principles of the Bill in plain language, that could not be mistaken. The hon. and learned member of the Government (Hon. Mr. Hazen) had stated that Government should not be taxed to support this new system; with which he (Mr. B.) entirely agreed. That hon. and learned member had also put a question to the supporters of this Bill—how they proposed to support the new system, and what the probable yearly cost would be. His hon. friend from York (Mr. Wilmot) had, he thought, very satisfactorily answered the question. From the best calculations they could make it would appear, that the introduction of the new system would cost the Province from £1800 to £2000; (this was for the first year). To meet this sum they proposed striking off one school from every Parish in the Province; there were 90 Parishes in the Province, and the Government allowance to each school per year was £20; in this way £1800 would be saved at once, and without any difficulty. After the Training School had been established, a number of the most intelligent among the Teachers through the Province could attend this school until they were thoroughly acquainted with the new system; they could then go back to their respective counties and Parishes, and instruct the rest. In this way the expense vanished at once. It was really humiliating to listen to the arguments of some hon. members, who had opposed this Bill. The hon. member for Queens (Mr. Gilbert) had even stated that none but the halt and the maimed, and persons deficient both in mind, body, and estate could be found to teach School. (Laughter.) That hon. member had concluded his observations by expressing a wish that they might be succeeded by a generation of wise men; he (Mr. B.) sincerely trusted that such might be the case, but he could not see how, in the natural course of things, such an event could possibly happen, if the system of education he (Mr. G.) advocated, remained much longer in existence. He (Mr. B.) had frequently heard it said that "salt, and sand, and loads of iron, were easier to be borne than a man void of understanding;" and he had lived to see it verified. (increased laughter.) He feared the Bill would be lost, but thought they had better take the question now and have the matter decided.

Mr. SIMONDS said that he had made up his mind not to have said a word upon this subject; but before the question was taken he would make a few remarks. He hoped the motion for postponing the further consideration of this Bill until the next meeting of the Legislature would be lost. He perfectly agreed with those Hon. Members who said that education should be supported by a tax upon property; it was the only correct principle; but even without that the present Bill would be a great benefit to the present Parish school system. The Hon. Member for Westmorland (Mr. Hanington) had talked about breaking down the old system; that hon. member had entirely misunderstood the thing; it would not break down the old system, but on the contrary would build it up. Much of the time of the Committee had been occupied in Cross-firing, and discussing matters wholly irrelevant to the subject; he hoped they would now come to the point, and decide the fate of the Bill. Every hon. member that he had heard speak upon this subject had agreed that the present school system was bad; then why in the name of common sense not improve it, and not be afraid to do a good action now, instead of leaving it until the next Session to do; perhaps they might not all come back there again; he for one knew he would not, and he was now prepared to give the Bill his most cordial support. He called upon hon. members to join him, in making such alterations as the Bill might require; let them purify it and pass it, so that when they come to retire from their Legislative duties, they could look back upon them with pride and satisfaction.

Col. ALLEN was not prepared to vote for the postponement of the Bill; for he thought its object was the improvement of the common schools, which after all he was happy to say, were not in such a bad state as had once been represented. Hon. Members had opposed the Bill because it did not admit the principle of assessment—but he would take the other side, for if it allowed assessment, he would oppose it for the very reason, that if it taxed one rich man, twenty of the poor must share the same fate. He was in favour of a training school, and he saw no difficulty in carrying out the suggestion of reducing the number of schools, one in each parish, and the saving thus effected, would carry out the intended improvement. A man might be halt and lame, but that did not prevent his being a good Teacher; in fact he might be deficient of all the extreme members, and yet have his mind as strong and unimpaired as ever. He therefore thought that a training school should be established in Fredericton, and then that schools of a similar character should be permitted to spread throughout the whole country. (Here Mr. WILMOT brought an amendment to the amendment already before the House, which caused some discussion in point of order, and was afterwards withdrawn.) His honor the Speaker after giving his opinion on the question of order, said only a few words to the effect, although some hon. Members thought the present system a bad one, and also the basis of the bill very good; he for one was willing to take all the responsibility of voting against it.

Hon. Mr. HAZEN took up the question again on the ground of expense.—he never would consent to throw 2 or £3,000 annually on the Revenue. On the contrary, he would place it on the wealth and property of those who were able to bear it, by a graduated scale which would compel the more wealthy portion of the people to educate the poor. With regard to the proposition that a Tax on property would in due time follow, he put little dependence in such promises; he remembered the promise made in the case of a Registry Bill, when the act for simultaneous polling was passed; and he could not help seeing that those promises were not realized.

Mr. BOYD closed the debate for the day by observing that some of the Parishes might well spare a school, for the purpose of placing the rest in a better state of efficiency. Upon which the principle of the Bill was sustained on a division, by the casting vote of Mr. Taylor, the Chairman.

[On Wednesday the Bill was taken up again, and as already mentioned lost on a division. We pass over the debate of Tuesday on the Railway, (to which we shall return) in order to give the closing remarks of Mr. Brown and some others, when the question was finally disposed of.]

This Bill having at length been rejected by a majority of