

no greater national advantages than Nova Scotia, has arisen in national importance to the proudest eminence of human greatness.—Thus far we have regarded this Province as possessing in itself all that can constitute the germ of future prosperity in a high degree.

EDUCATION.

What is the main spring which is to set the whole machinery in motion? It has been already named at the commencement of this essay. And here we would gladly pause and ask our reader, nay trumpet-tongued, were it possible, re-echo the question, *viva voce*, to every village and hamlet in the Province, not passing by some of its *chiefest patriots*; *what is the main spring of Nova Scotia's future greatness?* Some might answer "Responsible Government," others another policy. I answer with the history of nations in my hand, *Education*. "Knowledge is power;" and the power which alone can set in motion all the multifarious machinery upon which our Provincial interests depend. If this be correct, knowledge should be cultivated; nay it is impossible any longer to conceal this fact from our countrymen, however vigorously such a principle may attack the narrow policy of those who act upon the principle that "*the popular passions are the imps and demons of a political conjurer, and that he can raise them as other conjurers affect to do theirs, by terms of gibberish.*" If knowledge be the foundation of our future prosperity, what lover of his country, with the least spark of a Briton's pride glowing in his bosom, while he sees the thousands of his fellow countrymen ardently striving to obtain that boon which alone can truly ennoble the mind and establish the firm basis of our real interests, would shut up the sources of knowledge; nay, glory in beholding the wreaths of flame and smoke ascend which might raze to their foundation all institutions of sound learning!

And here let none in their course of political jugglery add insult to injury by shouting in the ears of the populace; "Down with Colleges," "give us common schools!" The man, who at the present day, in the face of his country avows principles like these, is either a fit subject for a lunatic asylum or is goaded on to political madness, which is a still greater misfortune. Alas! that the private interests of *defeated demagogues* should prompt them to touch with unhallowed hand the sacred seats of Learning; to darken with opaque clouds, our Literary atmosphere! But these clouds must soon pass away, and the light of truth shine more brightly and in all its effulgence forever dissipate the pestilential vapor. Yet these are their country's patriots, who endeavour to render turbid the fountain of science, or forever to seal it up; and these are the men who seek to have their names emblazoned on the page of history, endeavouring to the utmost of their ability to stay the tide of knowledge which is spreading over the land. Their names may live in connexion with the educational history of the country, in the memories of their injured countrymen, but only to be ex-

ecrated. And here we appeal to our readers to answer on behalf of those in whose political pathway the light of science presents such an insuperable obstacle that they would annihilate all our higher institutions of learning, *what have they ever done in any form for Education? Have they toiled indefatigably to develop ANY system for the improvement of Schools?*

No! they have done nothing but snarl at those who have given their time and best efforts to improve the system of education in all departments. They talk of common school education for all, as the only substantial good,—while they themselves know they are endeavouring to deceive the people. We need not however, press facts which are so notorious.—The truth is that as men in past ages have sacrificed their country at the shrine of their ambition, so at the present day there is nothing too gross to attempt in accomplishing private purposes. Far distant be the day when men of such principles will hold the reins of state to bind our country with the galling chains of ignorance and oppression.—But we fear not such a doom, so long as Britain's flag waves on our shores. Education must advance—the light of science even now sheds its steady rays in the midst of opposing darkness and will continue to radiate till it shall mingle with the light of other lands to bless and save from ignorance and superstition the benighted millions of our race, who now sit in darkness. Nova Scotia as a new country is proudly elevated in an Educational point of view, and her advantages in this respect warrant the conclusion that she is yet to be a bright star in the literary firmament. Unlike countries emerging from barbarism she in her infancy has received from the hand of the Parent State, the refined results of science where they are found in the manhood of old age; and as there are heights, and depths, and breaths, in science, which are yet to be explored, why shall not Nova Scotia be the victor in scaling those sublime heights and descending to those profound depths, which are yet beyond the reach of mortal ken, and be crowned with the laurels of literary and scientific fame?

Do any ask when is this bright day to dawn? We reply, it has already dawned. King's College was established at an early period; and some of those who have graduated in its halls, are now our brightest luminaries.—Since that time, other literary Institutions have been raised up by the well-understood wishes and efforts of the people. And here we ask those who stand opposed to such a policy, are not the dearest interests of our country connected with their vigorous operation? Yes, answer the thousands who have aided in the erection of those seats of learning! Yes, reply the youth who attend the classic halls of Nova Scotia! Yes, re-echoes the genius of our country's prosperity! Let Novascotians who inherit the talent and mental energy of their forefathers arise with the spirit of free men in supporting their educational establishments, that they may leave a rich