

the population receiving education, while there are little over one in *eight* participating in its blessings, and much of that without any moral direction. In those countries on the European continent, where education is receiving due attention, the average is six. In many of the States of America, where the free school system is in operation, the average is one in every four; while in the British provinces, except Canada, where the free school system prevails, the scale is very low.

It is estimated that there are over 40,000 descendants of the Acadian French in the province of New Brunswick, and it is very doubtful if 6,000 of them can read or write; besides there are large numbers of these people in Nova Scotia and Prince Edward Island, who are in a similar state of ignorance. In a few instances, the Catholic clergymen have taken a very active part in their education; while the governments of the respective provinces have almost entirely neglected them, either as regards education or schools. Neither is this state of ignorance peculiar to these people, for there are numerous settlements composed of families and their descendants, the parents formerly from the old country, still without schools, and shamefully ignorant. The time now is, when this state of things should be remedied; and especially when Canada and the United States are setting us such bright examples of educational progress. Certainly it is high time we should arise from our lethargy and bestir ourselves; for if we do not introduce the educational improvements of other countries into these fair provinces, one thing is certain, we shall have the vices and evil habits of other countries. Vice generally finds its way, and makes progress in a country, in proportion to the moral and intellectual inability to arrest its progress. We can at present boast, if boast we should, of an orderly and peaceable people, generally speaking; but this tranquil state of the public mind cannot long remain so, unless education on a proper basis, is introduced and made to keep pace with the increased development of the resources of the colonies, and increased facilities of locomotion. We believe the legislatures are not doing their duty to the parish schools, which should be the pride of the country, while making such

large appropriations to sectarian colleges and academies.

The province of Nova Scotia pays annually in support of denominational and other literary institutions of education, £2000; and New Brunswick upwards of £4000; besides government schools, of which there are twelve in the latter province, averaging £100 each from its revenues. We believe it would be difficult to find a parallel to this case;—where is the country with so limited a population, where such large sums of money is bestowed on what is called the higher institutions of education, while at the same time there is such neglect of parish school education. We must not be considered opposed to the establishment of literary institutions of a higher order: on the contrary, we should be proud to see a thorough University established, where our young men could get a thorough education, and be able to compete with other countries.

In order to a more permanent improvement in our parish school system, we want the establishment of school libraries, which will do an incalculable amount of good among our young and adult population; we want better and more simple laws for our guidance; we want better attention to education among parents and guardians of youth; we want county grammar schools converted into schools of instruction and training; we want a board of education for every county in the provinces, composed of persons from each parish, and a portion of each board, and also the trustees for each parish should be paid; we want free schools; and we want a good sound system of moral and intellectual instruction;—then would a foundation be laid that would not fail to develop the energies and capabilities of our noble provincial youth. May God hasten the day when education will be as free as the light around us to every youth of our land, no matter how humble the condition, and when proper moral and mental culture shall be truly estimated as the greatest earthly treasure.

DOCTOR PALEY says, "To send an uneducated child into the world, is little better than to turn out a mad dog, or a wild beast, into the streets."