

our principle, earnestly beseeching them to ponder these with unprejudiced and impartial minds, and we have little fear of the result.

REASON 1st.—*Direct taxation is the most effectual way of awaking in the minds of all an interest in the cause of education.*

We know not a greater impediment to the progress of education in this or any country than the general indifference that obtains, the all but universal prevalence of the notion that nobody in the District has anything to do with its educational affairs, save the individual who happens to have children to be educated. The Bachelor, the parent whose children are already educated, and a host of similar characters, seem to imagine that they are altogether free from any obligation to give of their substance for the support of the education of the District. They may as an act of charity, or of liberality, or for the accomplishment of some selfish end, dole out a paltry sum for the erection of the new District school house, but this they do with the significant intimation that not the slightest claim can be made upon them for any such contribution. And what does such a notion necessarily lead to? It leads plainly to the reducing of the whole support of the education of the District to some twelve or fifteen families out of the twenty-five or thirty, and these oftentimes the least able in the district to support schools. Is it then to be wondered at that in a third of the legal school Districts in the Province, there are either no school houses at all, or, if there are, they are utterly untenable, save during a few months in the heat of summer; or, that in a third more the schools should be in session scarcely the half of the year? And what is to be done to remedy this state of things, to rouse these parties to take any interest in the matter? Will appeals to their benevolence, their patriotism or their christian philanthropy prove of any avail? Or, failing in these, will the most palpable demonstrations of the innumerable indirect benefits which they and their property will derive from the sound and thorough education of the children in their midst, be productive of a more salutary influence? Alas! we fear, that these and similar pleadings will be allowed to pass away, like the idle wind, unheeded and unfelt; and that nought will produce the desired result but a direct and immediate appeal to their selfishness—their pockets. Let such be compelled by the law of the land to contribute according to the value of their property towards this object, and we guarantee an immediate revolution in all their views and feelings regarding the education of the young around them. Then will the rich old Bachelors and the venerable grey-headed Patriarchs manifest the deepest concern in education as regards both its quantity and quality—and this concern instead of decaying or dying will be but deepened and extended by every subsequent annual