

many older and more populous countries, and that interest is increasing and must and will be felt.

The improvement in our common schools during the last six or eight years, must be pleasing to every friend of this province. Every one who has watched our progress during the last twenty years, has seen a greater improvement in this than in anything else connected with our country's interests. The grammar schools established in the different counties, are an important auxiliary in promoting the higher branches of an English education, and in most of them pupils are instructed in the latin and greek classics. A young man may now obtain a good business, or even professional, education in almost any county in the province, and at a small expense. And the progress of learning and science here is undoubtedly onward. The measure now passing through our Legislature, for disposing of a million acres of the public lands of the province, for the purpose of raising a fund for the support of our common schools, to the amount of one hundred thousand pounds annually, will greatly increase the number and efficiency of schools in the province; and if the law relating to the clergy reserves shall be so altered as to admit of these lands being sold, and their proceeds appropriated to the advancement of the educational interests of the country, Canada will be behind no nation on the globe in point of education. Let then the lovers of learning among our population congratulate themselves on what has been accomplished, or the success which has attended their exertions, and on the pros-

pect of the final victory and triumph of education and knowledge over ignorance, superstition, and all that enslaves and degrades the mind of man.

But while our country in respect to education is likely to rank high among others, those who can appreciate learning, and on whom the success of this cause mainly depends, must not conclude that they have no more to do, that as the ball has been set in motion, it will roll on and meet with no further obstruction. Education like everything else that is good, has its foes, and not unfrequently where it should receive the greatest support, and from whence its friends have cause to expect the most aid in its advancement, it meets with the greatest opposition, and finds the most difficult obstacles to overcome. We would not disguise the fact that such is the case in Canada. There is a class here who would confine the privileges and advantages of education to a few, and keep the greater portion of the people in ignorance and mental slavery. They hold that for the common people, the laboring portion of community, to have anything like learning makes them too important and independent in their feelings, and views of themselves; and hence, they are opposed to any and every system that will place education and science within the reach of the operative classes, especially the poor. They seem to think that a few should do the thinking, and reap the benefit of education, and that the masses should do the work and servilely bow to the mandates of the more prosperous and fortunate of mankind. Here then we have a source of opposition to