

rapidly develop our resources. Our ancestors who made their homes in the forests of this western world, were men of strong arms and brave hearts. With difficulties they had to struggle to which their providence and toil have made us strangers. We are descendants of a race whose strength of will ever made it formidable in the face of obstacles of every kind; a race that drove off the invading foe more than once, that forced the Magna Charta from an obstinate king, that has ever guarded with jealous care its country's interest of every nature; a race that has expanded into a nation whose colonies are planted in every corner of the globe, whose treasure-laden argosies plough every sea, whose sons explore every land, whose iron walls with their latent thunders guard the deep, and whose "flag for a thousand years, has braved the battle and the breeze."

The idea of the annexation of these Provinces to the United States should not for a moment be entertained by us. We wish to live at peace with the Americans, to vie with them in the peaceful pursuits of commerce and trade, but to form a part of their body politic we never should, we never will. We will not do dishonor to the memories of the men who made our country, or who fought and died for the rights we possess, or of those who during the spirit-stirring times of '76, rather than renounce their allegiance to the red-cross flag, took refuge in the forests of New Brunswick and Nova Scotia.

We think the time has come for the publication in British America of a Monthly or Quarterly Review. We need a literature of our own. That of the United States is not what we want. Our popular taste must be educated above pandering to a certain kind of fictitious reading matter, which, instead of giving strength to the intellect and scope to the imagination, enfeebls the one and corrupts the other. Our proximity to the neighbouring republic implies danger, not so much perhaps from Monitors and sharpshooters, as from Americanism—being impregnated with American ideas and deluged with American literature of the sensational stamp.

Our country is capable of supporting a population of 50,000,000. Let emigration be encouraged. Let British subjects come to live and labor among us. Let all that liberal and wise legislation can do be done in making our country an attractive and remunerative field for enterprise, ambition, and talent. And let us teach the rising generation to love our flag, to love our time-honoured institutions, to love the homes of their fathers. As the tide of progress advances, the fertile plains of the far west will be settled; and who will dare to say that in half a century the Amherst merchant will not receive his teas and other products of the distant East by railway direct from British Columbia, and that Nova Scotia in wealth and importance will not be the England of this continent?

Early in the history of our Province, while our fathers cleared the forests and caught fish, while they traded and bartered, while they formed the nuclei of villages and towns, although interest in educational matters was at a low ebb, it was not altogether wanting. Scattered over our land were clergymen who had come from the fatherland to break the bread of life to the scattered children. While these honored men toiled and suffered all the privations incident to travelling through our country at this early period, while they erected altars to God amid the forest homes, they sedulously labored to educate the people, and to found educational institutions. And their labor was not fruitless. Seats of learning soon sprang into existence. King's College, Windsor, the oldest in British America, was founded by Royal charter in 1789, in the eventful reign of George III. Picton Academy was founded in 1814; Acadia College in 1838. The Male Branch of the Mount Allison Institution, founded by the late C. F. Allison, Esq., was opened in 1843, the Female Branch in 1854, and the College in 1862. Dalhousie College, under present arrangements, was opened three years since. St. Xavier's College now confers degrees. The University of New Brunswick, and the different higher seats of learning in Canada were established at an early day. Prince of Wales College, Charlottetown, was opened six years ago, and St. Dunstan's many years previously.

Not a few of the thousand sons of these various institutions have made themselves illustrious in letters, in science, in politics, in jurisprudence and in arms. While with pride we claim as our countrymen the heroes Williams and Inglis, whose names will long

remain household words, not only in Nova Scotia, but throughout the British empire, with pride, too, we point to their Alma Mater.*

More than two centuries ago the pious pilgrim fathers conceived the magnificent idea of placing education within the reach of all the people, and established the basis of that system of Free Schools which has done so much for the New England States. The Free School system in Canada, under the able superintendence of Dr. Ryerson, has worked wonders. In 1852, through the praiseworthy exertions of the Hon. George Coles, then leader of the Government of P. E. Island, the Legislature of that Colony passed a Free Education Act, which has proved itself an invaluable blessing. And the unprecedented activity, interest and zeal manifested at present in educational matters by the people of our own Province of Nova Scotia, the fact that hundreds of spacious and elegant school-houses have been erected within the past two or three years or are in course of erection, the fact that talent of the highest order has been enlisted in the work of instruction, and that our schools, now free, are attended by so many thousands of pupils, clearly indicate that the system which is now being initiated in our country is already doing a noble, a philanthropic work.

Of late years the subject of female education has received a large share of attention. It is now pretty well established and pretty generally admitted that the intellect of woman is as capable of comprehending abstruse meaning and of being as thoroughly disciplined as that of man, Archbishop Whately's dictum that such instances are exceptional, to the contrary notwithstanding. Indeed the writings of Harriet Martineau, George Eliot, Lucy Aikin, Joanna Bailey and other ladies bear the impress of a keenness of perception, a range of knowledge and a strength of intellect which many a *savant* might well envy. In educational institutions where both sexes recite in the same classes, not only in History and Language but also in the graver studies of Mathematics and Philosophy, the young ladies equal and in many cases surpass the young gentlemen. Gold is gold, whether it be found scattered in the sands of Africa or hid in the rocks of Nova Scotia; and mind is mind whatever be the casket in which it is enshrined.

We can see no reason why Academic degrees and honors should not be conferred on ladies whose attainments come up to the required standard. This is already done at many American Colleges, and initiatory steps are being taken for the admission of ladies to the Oxford and Cambridge examinations.

Miss Cornwallis, one of the most gifted English authoresses, argues that as woman's intellect is not inferior to man's she is entitled to the same rights in society, law, the state and the church. We think her conclusion is altogether unwarrantable, and while we have no desire at present to discuss the subject of "Woman's Rights," we would say that the question is not one of relative mental capacity at all. The fencework between the positions of men and women is not an arbitrary or legal one but one of nature's making, and which in the nature and fitness of things cannot be broken down. If we do so, where are we to replace it? If not at all, then Boadiceas and Joans, equipped with swords and bucklers, may again take the tented field and Penthisleas again lead on their bands of Amazons to battle.

A thorough knowledge of the ordinary branches of an English education, we consider a necessary substratum of a subsequent knowledge of the higher branches. As it will be our work to train the unfolding powers of the mind from almost the first dawning of thought to the full development of intellectual vigor, our mode of disciplining those powers and imparting knowledge, must be skillfully adapted to the various stages of progress. This we will endeavour to accomplish by arrangements such that the pupils will rise, step by step, from one department to another, as they may be found qualified. A certain standard of attainment will be required in order to gain admission to each department above the primary, and the test examinations will be held at the close of each term, when those who come up to the required standard will be admitted, and those who fail to do so turned back.

A regular and fixed course of study, extending over a number of years, will be pursued. Students in good standing on completing this course, and passing the required examinations satisfactorily, will be entitled to receive suitable diplomas. This arrange-

* King's College, Windsor.