

riably defeated ; the most splendid endowments ever made to any new country to advance its educational interests have been shamefully diverted from their intended purposes to serve the base and dishonest schemes of sectarian minions ; princely liberality itself has been outraged ; and charitable acts turned to the personal advantage of the genuine votaries of Mammon, disguised under the hypocritical garb of religious instructors. Efforts have, however, been made by the Legislature of our country to furnish means for the education of the youth, and to devise such a system as might best accord with the well-understood wishes, and the rapidly growing wants of the people. These attempts have been successful in the recent framing of a School System which, though in many respects as yet imperfect, will nevertheless be found of far greater benefit than any hitherto carried into operation in this Province. The government have only to watch well its workings, and beware of too frequent changes. Particular clauses of the Act might be expunged, or amended, or even new ones introduced, at the suggestion of any considerable portion of the people ; but the absolute *repeal* of the Act before the inhabitants have sufficient time to digest its contents, or to prove its tendency, ought in future to be avoided.

This law is founded upon the principle that *education is a public benefit*—than which nothing can be more correct. In accordance with this view, a tax is levied on all rateable property, to defray the necessary expenses of Elementary Education in the Province just the same as for any other public improvement—with the exception, that the importance of this exceeds that of all others, as far as the intellectual exceeds the physical man, or spiritual interests those of a temporal nature. And who (unless some old miserable bachelor, or niggardly miser) would not prefer giving a trifling sum every year towards the education of his neighbour's children, to suffering the consequences arising from their ignorance. Are not men more amiable in the social relations of life, to be educated ? Is not even property, that *idol* of the avaricious, more valuable when situated in the midst of an intelligent and virtuous society ? Is not education paramount to every thing else ? “ Seek first the goods of the mind,” says Lord Bacon, “ and the rest shall be supplied, or no way prejudiced by their absence.” The design of this Act is to do away, through the instrumentality of elementary schools, with those detestable distinctions which have hitherto existed, and bring the <sup>the</sup> coming generation, by *now* receiving an education together, nearer upon an equality. And it is admitted by many of those who have at present the highest school taxes to pay, that their expenses are even much less now, than when the old system was in force. Those whose aristocratical notions prevent