

tries—our position would be raised to the rank of true aristocracy—not an official and landed aristocracy—but an aristocracy having for our titles, moral and intellectual intelligence.

In the New England states, where this system has been long and successfully in operation, it would be difficult to find an individual who cannot read and write, and keep accounts; the labouring classes are well informed on all the leading political and religious topics of the day, and fondness for reading is very general. Books treating on almost every subject are extensively circulated, particularly by means of social and circulating libraries; and they are in general well prepared for the common business affairs of life; and those who have only the common advantages of education, gain knowledge sufficient to enable them to manage extensive business concerns. Hence, the proportion of educated men is very large: and the means generally employed to effect this end is, through the common schools. And in this boasted land of the free—and free institutions—the coercive principle of advancing education exists, and has existed for upwards of two centuries, and was made compulsory by legislative enactments, and that by a people who were emigrants from the mother country, where taxation no doubt has existed to a burthensome extent: but the men who enacted this law in the Union were men of great learning, and were urged to the act by the mass of the people, who were intelligent also. Now it is somewhat strange, that if this law is as burthensome as some would have us believe it would be, if introduced into these provinces, that it has not long ago been repealed, and some one of our systems introduced in its stead. But no: this system is still the boast of the States, and the man who would attempt its repeal would be considered by the public to be on the verge of becoming an inmate of a lunatic asylum.

It must be remembered that we are not asking the enforcement of this law upon the people of these colonies against the will of the majority; we ask the parliaments of these colonies to take steps to educate the public as to its utility and workings,—by sending com-

petent persons into every settlement, however remote, in the colonies, who shall lecture to the people upon the benefits of, and best means of advancing education, and disperse useful books and periodicals among the mass of the people. The government should give increased advantages to such parishes as may adopt the assessment principle, by increased remuneration of teachers, and grants of land should also be made to such parishes as adopt this law, from which revenues might be raised for the erection of a better class of school houses and the establishment of school libraries; and let wholesome laws be enacted for its government. If such encouragements were held forth, and the people instructed as to the necessity of such a law, we have no doubt but that every parish in the lower colonies, like Canada West, would, before two years roll round, voluntarily adopt it. It is just as useless to talk of enforcing this law upon the people, without first educating them into its importance, as it would be to enforce morality or religion;—the day has long passed by that coercion will either educate or moralize the people of these provinces. Such a principle may do for some time to come among the serfs of Russia, the slaves of America, or the despotic governments of Europe: but the time is approaching when such dominancy will be overruled, and the bondmen of these countries will burst the chains and shackles with which they are now trammelled, and come forth into the light of day. One of the most formidable examples of the despotic enforcement of education at the present day is to be found in Prussia, where the people are bound to submit to law at the point of the bayonet, and made to attend school for a limited period, and learn a certain amount of matters, under pains and penalties: but the result is, though the people are educated intellectually, they are generally very immoral, and in many parts of the empire much degraded.

Education, to be useful, should be freely accepted by the people at large, the fountains of truth and knowledge should be freely opened to all, so that even the wayfarer might be induced to drink freely of the waters of moral and intellectual life.