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L E C T U R E S

Delivered by the Chief Superintendent of Schools in the several Districts of Upper Canada during his official tour, September to December, 1847.

LECTURE I.—THE IMPORTANCE OF EDUCATION TO AN AGRICULTURAL PEOPLE.

In my published Circular addressed to the Common School Officers of the several Districts, I have intimated my intention of addressing you on the "*Importance of Education to an Agricultural, a Manufacturing, and a Free People*;" a subject ample to fill a volume, and any one part of which is more than sufficient to exhaust the time that I can venture to hope for your willing attention. My remarks must, therefore, be in proportion to the time allotted for a public discourse, and not to the magnitude of the subject itself.

Man is endowed by his Maker with physical, intellectual and moral powers; he sustains a three-fold relation to the world around him, according to the three-fold class of powers with which he is endowed; he requires a corresponding preparation for the duties of that three-fold relation. That preparation is properly termed Education. It is our apprenticeship for the business of life. The rudiments of that apprenticeship are the same in all departments of life; but it varies in its more advanced stages according to the particular profession or employment which we may pursue, whether of law, or medicine, agriculture, commerce, or mechanics, &c. What is rudimental or elementary in Education is essential to the successful pursuit of any one of the several departments of human activity and enterprise. All must learn to read, to write, to calculate, to use their native tongue—the farmer as well as the lawyer, the mechanic as well as the physician; in addition to which each must learn that which will give him skill in his own peculiar employment.

Agriculture constitutes the most extensive as well as most important branch of human industry; and the importance of Education to an Agricultural people is the first topic on which I am to address you; the topic to which I shall devote the present discourse.

But when I speak of Education in reference to Agriculture, I do not mean the same thing as when I speak of it in reference to navigation, or manufac-