

of mental power and resources, what a multiplication of the elements of social enjoyment, what order and beauty from chaos and desolation, what new intellectual creations among the hitherto neglected portions of the community! And this noblest work for all, can only be achieved by the united exertions of all. "Any great moral or economical change in the state of a country, (says the eloquent Dr. CHALMERS,) is not the achievement of one single arm, but the achievement of many; and though a single man walking in the loftiness of his heart might like to engross the fame of it, it will remain an impotent speculation, unless thousands come forward to share, amongst them all, the fatigue of it. It was by successive strokes of the pickaxe and the chisel, that the pyramids of Egypt were reared; and great must be the company of workmen, and limited the task which each must occupy, ere there will be made to ascend the edifice of a nation's work and a nation's true greatness."\*

Such is our first illustration of the *Obligations of Educated Men*, arising from the consideration that they are members of society, and, as such, are part and parcel of its property.

(To be continued.)

### THE TRUE BASIS OF EDUCATION.

We are hoping to form men and women by literature and science; but all in vain. We shall learn in time that moral and religious culture is the foundation and strength of all true cultivation; that we are deforming human nature by the means relied on for its growth, and that the poor who receive a care which awakens their consciences and moral sentiments, start under happier auspices than the prosperous, who place supreme dependence on the education of the intellect and taste. It is the kind, not the extent of knowledge, by which the advancement of a human being must be measured; and that kind which alone exalts a man, is placed within the reach of all. Moral and Religious Truth,—this is the treasure of the intellect, and all are poor without it. This transcends physical truth as far as heaven is lifted above the earth.—*Dr. Channing.*

### AGRICULTURAL EDUCATION IN UPPER CANADA.

#### No. II.

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The introduction of any new subject of instruction, whether of science or art, as constituting a desirable element of Education in Common Schools, requires some illustration of the advantages which may result from such a proceeding, and of the mode in which that instruction may be conveniently and sufficiently given. Practical utility is, without doubt, the first and strongest inducement that could lead to a study of Agricultural Chemistry and Vegetable Physiology among that class of the community to which especial reference is

\* *Advantages of Local Parish Schools*, p. 54.