

rial be unsound, if your cement does not set, if change of season opens the joints, and cracks admit the elements to work, your edifice will fall; the volutes and foliage of your capital will lie dirty and broken on the earth, when the pedestal gives way from want of soundness or of equilibrium. Thus, if the real materials of which the social edifice is constructed, be not all shaped to their berth, and pickled sound and well seasoned, so will it also fall. Such shaping and seasoning is education; such fitting to the work is the idea that each one has in society, his proper place, his proper duties, and teaching him how to fulfil them. But abstract development of intelligence is not education; acquisition of the means of learning is not learning. "Train up the child in the way he should go, and when he is old he will not depart from it." Educate the child in morality and religion, and he will become a good man and a good citizen. Educate the child in habits and principles of industry, and he will become an intelligent and skilful farmer or artisan. "Train up the child in the way he should go," is therefore the voice of the people calling to those to whom education is entrusted; and for the practical regeneration of Ireland, it is indispensable that the child should be trained so that he may learn how to go to work.

Upon this cardinal point, as we conceive, the entire organization of our national system of education ought to turn. It is absolutely a delusion to exhibit a sum total of half a million of children being educated, when in reality those poor children, after being so educated, are almost inevitably swept into the chaos of practical ignorance and consequent idleness which engulphs the country. So many per cent. of the lower classes know how to read and write; but how many per cent. of those classes can earn their bread? The unfortunate little boys in Kerry, who found profitable employment for a time, in calculating areas and sides for the Ordnance Surveyors, at a half-penny a triangle, were again starved, when that highly scientific commission was brought to a close; for although certainly well educated according to collegiate ideas, they were not trained to their proper trade. Every national school in Ireland should be an agricultural school if situated in a rural district, and an industrial school when in a large town. Every schoolmaster in Ireland, every functionary of education, should be impressed with and inculcate the one idea, that the gangrene of Irish society is absence of practical knowledge, and that the remedy which it is for them to apply consists in practical education and the formation of business habits."

With respect to superior agricultural instruction to be imparted in the higher schools and colleges, the writer makes several pertinent observations. He insists on the supreme importance of placing all classes of the community under a system of industrial training. *Work*, either of the head or hands, or of both conjoined, is the essential condition of individual health and enjoyment, as it unquestionably is of all social progress. We can make room only for the following extract:

"We look to the colleges that have been recently founded by the government in Ireland for supplying to the middle and upper classes this industrial education of which we have endeavoured to depict the want. We quite feel that in order to assert the rank and position to which those new establishments are entitled, they must adopt an university system, and meet the competition of other colleges not by divarication but by improvement. We do not wish, therefore, to see the literary and scientific courses of those colleges superseded by purely industrial education; but we do think that those colleges will disappoint equally the intentions of the government and the expectations of the country, if, whilst they advance to the fullest extent the proper objects of general university education, they do not found schools in each college of a specially industrial character, embracing, on the one hand, the studies connected with engineering, and on the other, those belonging to agriculture in its most extensive and most improved form.

"The latter department, with which alone we shall occupy ourselves at the present moment, we would expect to include the fullest instruction in all those sciences which are connected with agriculture, as chemistry, geology, and botany. But also we would expect distinct instruction in the theory and practice of agriculture; in the natural history and diseases of the different breeds of cattle; we would include also land-surveying. It is not our object to sketch any plan of such studies, but only to put upon record the idea which we have long since formed, that it is principally by giving a practical and industrial character to the higher departments of education, that those new colleges can prove themselves truly useful, or earn the permanent approbation of the country."

We learn with sincere pleasure, from recent Irish papers, that it has been determined to connect a botanical garden, and a model and experimental farm with Queen's College, in Cork; a sum of £5000 having been allocated by the Lord Lieutenant for this most valuable object. Earnestly is it to be hoped that the other new colleges will follow the example.

AGRICULTURE IN NEW BRUNSWICK.

We have been favoured with a copy of the *Courier*, containing the annexed report of the Saint John County Agricultural Society, a document which comprises several topics of interest and instruction. We shall make a few selections as our space admits.

During the past year monthly meetings had been held for the discussion of agricultural subjects. These meetings had been well attended, several useful papers read, and a circulating agricultural library commenced. The directors having learned that Professor Johnston was about to visit the United States, petitioned the Governor to invite him to New Brunswick for the purpose of taking a general survey of the agricultural and mineral