

NECESSITY FOR PROFESSIONAL SCHOOLS.

The true interests of a profession require that some of its best men should be selected, and furnished with every means for keeping up and extending their professional knowledge and skill, and for communicating these to others; and that in this way the standard of professional attainment should be raised progressively as the country and the world advance in civilisation. It may be a cause of mortification to some jealous and selfish persons that young men better educated than they should enter into professional life; but the truly patriotic will resist all efforts to repress professional education, as being steps backward toward mediæval barbarism. Nor would I limit myself here to schools for the so-called learned professions. We have not enough in British America of art and practical science schools, which could bear directly on the fine and useful arts, and on the growth of our manufactures. But this infant state of our society is passing away, and the time may come sooner than we expect when British America may have not merely schools of Law and Medicine, and Engineering and Normal schools, but Military, Mining, Agricultural and Technological schools, and schools of fine art and ornamental design.

WHAT OUR SOCIAL CONDITION IMPOSES UPON THE EDUCATED MAN.

The educated man who stops short where the school or college life ends, and thenceforth devotes himself exclusively to the narrow field of professional life, is either a mere specialist or a pedant. There are countries in the world where the semi-barbarian may be equal to the duties required of him by society. There are, perhaps, countries or conditions of life, where the pure specialist or the pedant may occupy a useful place; but, if so, British America is not one of those countries. Here, the perpetual flow and ebb of social life, the frequent changes of position, the varied kinds of work exacted of nearly every man, demand a variety of information, and a versatility of powers, greater even than that which would be necessary in the more advanced communities of the old world. Our condition is more like that unspecialized state of things which existed in the nations of antiquity, when a man might be called from the plough to the sheep-fold, to command armies and to lead nations; or might fill, at the same time, the most diverse and apparently incongruous offices in the state. It may be that this is but a rudimentary and imperfect social state; but it is one inseparable from the active and vigorous growth of new nations. While, then, amongst us, it is the duty of every man to aim at excellence in his special calling, it is also his duty to cultivate his mental powers more extensively than this, and to aspire to that versatility which may make him useful in any one of the diverse positions to which he may be called. One way of doing this is, by adding to merely professional studies, the pursuit of some branch of literature, science or art, congenial to our tastes. In this country a few departments of literature and science, as public journalism, mining surveys, or teaching the elements of the sciences and arts, may afford a subsistence to professional persons; but, for the most part, our historians and poets, our investigators in science, and our artists, must be amateurs; and it is scarcely too much to affirm, that the extra professional labors of such men are as valuable to the real progress of our higher intellectual life, as any professional efforts can be.

DUTIES OF THE EDUCATED MAN TO THE UNEDUCATED.

It is one of the narrow objections urged against the higher education, that it benefits a few at the expense of the many. That this is not true, can easily be shown by considering that the support of institutes of higher learning falls in great part on those who are directly benefitted by them, and that the indirect benefits in providing professional men, and in training minds to manage well the higher interests of society are vastly greater than the cost of such institutions. Indeed it may be justly said, that the public aid given to the higher institutions of learning in British America, is altogether disproportionate to the benefits which they indirectly confer on the people. But I wish here to regard the subject from a different point of view, and to show to the educated man, that a weighty obligation rests on him not to isolate himself in selfish indifference from the interests of his fellow-men, but to lend them all the aid that he can in the struggle, which man is constantly making against the evils that beset him in this world. The educated man should be a public-spirited man; and in everything tending to popular enlightenment and training, in which his higher mental culture enables him to be more efficient than others, he should be found at his post as a leading member of the social system. There are some things in particular in which this is especially the case. It is his part to lead in all those applications of science to the useful arts which so much distinguish our time. The uneducated cannot avail themselves of these without assistance. They will often go on from generation to generation, pursuing defective methods in a purely empirical manner, and falling farther

and farther behind the progress of the age. The educated man can often lift them out of this pit, by showing the uses of new methods, and by introducing improvements to their notice.

EDUCATED MEN SHOULD ADVANCE ELEMENTARY AND HIGHER EDUCATION.

The educated man should do all in his power to promote and improve the education of the young. I have no desire to underrate the condition of our elementary education, or the efforts of those who have labored, and are laboring, for its improvement; but, on the other hand, it is folly to shut our eyes to its imperfections. It is scarcely too much to say, that, owing to incapacity of teachers, defects and deficiencies in the material of education, and shortness of the time devoted to it, not half of our young people receive an elementary training adequate to their station in life: not one-fourth receive such training as to give any good literary tastes, or that mental expansion necessary to enable them to exercise a sound original judgment in the most important affairs of life. Even in our best and highest schools, lamentable defects exist, which can be corrected only by bringing to bear on them the force of an enlightened public opinion. I believe that, if the educated men and women of this country were to study this subject, and cause their influence to be felt on it, our schools would be revolutionized, and a more healthy mental and moral tone communicated to the best of them; while the mere semblance of education, in the case of a large proportion of children, would no longer be tolerated. The educated men, who are to constitute the apex of the social pyramid, owe it to themselves and to their fellow-men more narrowly to inspect the rubbish and stubble which are daily being built into its foundation. The educated man should especially aid and promote the higher liberal education, as distinguished from that which is purely professional, and that which is merely elementary.

ATTENTION OF EDUCATED MEN TO OUR SOCIAL AND POLITICAL INTERESTS.

Our educated men should not be insensible to the social and political interests of their country. This opens a wide field for useful exertion, ranging from what may be done to improve the sanitary and domestic condition of our poorer people, up to the highest departments of the public policy of the country. All matters of sanitary and social arrangement are in this country in a very crude state. Our people have been huddled together from various places and states of society, and have not yet settled down into any regular system of social order. Our civic regulations, the drainage of our streets, our lodgings for the labouring classes, our means of controlling vice, our arrangements for instructive or healthful recreation, are all in an imperfect condition, and many zealous workers are needed to bring them to a respectable level. These are all matters claiming the attention of the benevolent and thinking man, for they all tend largely toward the sum of human happiness or misery. The sphere of political life is a troublesome and anxious one, and the man who selects this for his field of action is, perhaps, in the present state of this country, less to be envied than those who devote themselves to more quiet departments of exertion. Still some must work here, and it is a field specially demanding the services of the truly educated man, who, whether, properly speaking, in political life or not, should always take some interest in public affairs.

EVILS INCIDENT TO OUR POLITICAL SYSTEM.

There are two great evils incident to the efforts of a young, poor, and partially educated country to govern itself, which eminently merit the attention of reflecting men. I mean the influence of prejudices and of mercenary motives in our provincial councils. I do not wish to insinuate that these are the exclusive possession of any political party. On the contrary, it is certain that in a country where a population is scattered over a wide area, where much of it is uneducated, where it has been derived from the most varied origins, there must of necessity be a mass of local and tribal feelings, destitute of sound reason and of expediency, yet influencing men in their political relations, and affording great facilities to the designing demagogue. It is equally certain that where nearly all are poor and struggling, and where men's action is not hedged round by class distinctions and by old precedents, and especially where there is not a sufficient reading and thinking population to utter a united and just public opinion, there will be a tendency for human selfishness to mistake personal for public interests, or so to mingle the two, that the boundaries between political integrity and dishonesty may be readily overpassed. It is the part of the truly educated and patriotic to contend against these influences, and to strive, however apparently hopeless the case may be, for the influence of reason and justice in our public affairs. In the present imperfect state of society here, as in other countries similarly situated, we may expect public opinion to run into violent extremes, and perhaps its only law to be, that if it sets very strongly in one direction to-day, it will be pretty sure to set in the opposite way to-morrow. In other words, no man can in a country like this