

do not feel it necessary to insist upon at length. Presbyterians have generally held the necessity of Education in its ministry, and other denominations, who carried their prejudices almost to the length of providing themselves in the ignorance of their spiritual guides, now see the necessity of adopting measures to secure a portion of the higher branches of education for their ministers and people. But whatever the religious bearing of the question may be, there can be no question of the necessity of such institutions to the intellectual and social progress of our country. "Without such an institution," said Dr. McGregor in one of his addresses on behalf of the Pictou Academy, "what will our population be? They will be ignorant, they will be poor, they will be slaves, they will be worse,—they will be vicious. . . . They will not know their own rights, nor be qualified to assert and defend them. And though we leave them the sweet inheritance of liberty, they will not be able to retain it, they will gradually degenerate into Austrians, Spaniards, and Portuguese. Their narrow minds, fettered with old customs, will be incapable of following the progressive improvements of useful and ornamental arts and manufactures. They must be hewers of wood and drawers of water to others who will have the skill to employ them. . . . It would be some consolation to us were all the world to sleep on in ignorance as well as ourselves; but this is not the case. In Britain, the schools of art, by which mechanics are trained into a sort of philosophers, are multiplying fast in their cities and large towns. In the United States, they are continually building new colleges and altering old ones, to extend the benefits of education as widely as possible. And what is to be the consequence of these things with respect to us? Plainly this, that they will soon get far before us. Then as the country comes on, they will send men among us to direct the working of our mines, to establish and manage all manner of manufactures among us, and to employ us and our sons to perform the slavish part of the work."

There is, however, one view of the subject which we feel it necessary to insist upon, as it is one that is commonly misunderstood—viz.: *the necessity of such an institution to the prosperity of all the lower institutions of education in the country.* By many, colleges have been regarded as rivals of common schools. We often hear of the superior importance of common schools, while colleges are denounced as only for the few, and at best but luxuries. The two are thus set against one another, as if their interests were conflicting. A greater mistake could not be made, and should this prejudice predominate in the minds of our Legislators, the result would be fatal to the whole education of the community. Nothing will tell more powerfully upon *the whole people*, in exciting a general taste for knowledge, and in improving its whole educational machinery, than good higher institutions, and on the contrary, if these decline, the consequences must soon be felt to the lowest base of the whole educational system.

"Insensibility to the importance of what is called disseminating knowledge among the people," says an able modern writer, "cannot be reckoned among the faults of our time, and truly, considering the social and political position at which we have arrived, it would be a proof of blindness, more than mortal, if such were the case. . . . Whilst we readily admit that till a certain amount of knowledge is communicated to *every class*, we can scarcely lie down in safety under institutions so popular as ours now are, we may fail to see, that without a far greater amount of knowledge in the community *somewhere*, that amount of it would not afford us the security we desiderate. In our zeal to bring all classes up to a certain