

surrounding communities more happily disposed. Observe, then, whether right views on this subject will conduct the Christians of the land. It will lead them to use every effort to procure the endowment of schools and universities.—It will lead the Church to watch over the education of young men of talents and piety, who may occupy the place of the present race of Ministers, when they are removed from this scene of their labours. It will awaken the desire in the bosom of Christian parents that God may dispose their children to be co-workers with himself in the redemption of the world, and cause their education to be early directed to that end. Thus, under the divine superintendence of the Son of God, may instruments be raised up to hasten on the predicted period of the universal triumph of his kingdom of truth and righteousness.

N.

M.

### HINTS ON EDUCATION.

It is not to be doubted that measures, both largely affected by the present condition of education in this province, and operating extensively on its future interests, will speedily be carried through the legislature. Decisive legislation on this, and many other matters, is a duty which our public men begin to find imperative.

The tentative and experimental proceedings that were suited to our infant character, when we were scattered dwellers in a wilderness, can have no longer place, now, that we have taken possession of the land, and are consolidating into a people of a permanent and distinctive character.

The measures we may adopt in the era which is just opening on us—or indeed our neglecting to adopt any measures—must very greatly influence our future destinies—the destinies of many

millions. Of these measures we may safely assert, that there are very few that can produce so great and permanent an influence as those which may have place with regard to education. Our readers therefore, we are persuaded, will not think we misemploy their time or our own, by devoting a portion of it to the endeavouring to discover the general course of legislation on this matter, which an enlarged view of its various bearings, would seem to point out, as most suitable to the circumstances of Upper Canada. We approach the subject with a deep feeling of its importance. In the first place, we would speak chiefly of that education which is esteemed and termed, a good—a liberal education.

With the feelings we have on the matter, we will not set about a lengthened argument on the paramount importance of education in general both to the man and to the state. This will be generally granted. With the exception of the hopes and feelings which religion inspires, education is indeed the only acquisition a man makes which can be said to be really his. Wealth, reputation, all other goods, are, as it were, external:—this penetrates and moulds his very being. It makes the man. He may be stripped of every other possession he may have acquired, but he cannot be deprived of this; and with it, he is respectable, and has the means of becoming wealthy and influential. It is the same with a state. The real spring of its greatness lies in the energies which the moral, intellectual, and industrious training that its inhabitants have received, endow them with. While those remain to it, it defies calamity, repelling disaster; or if struck down for a moment by some unexpected evil, rising to its former prosperity and power.