

Disciple, therefore, must be considered as the sun, round which these primary planets with their numerous secondary ones revolve; and wherever you find a nation which truly values that precious book, there you will find an educated people—a people which are prosperous and happy. If any one doubts that statement, let him cast his eyes over the political world, at the present day. Let him look at Russia, that gigantic empire, comprising upwards of one-half of the whole continent of Europe, with a population reaching nearly seventy millions of souls, three-fourths of which are in a state of barbarism, and taught to look up to the Czar as second only to God, whose vice-gerent he is. Let him look at Italy—the former cradle of civilization and refinement, and dictator of laws at one time to the then known world—now glorious because she has escaped the chains of despotism in which she has been enthralled for centuries; and, in conjunction with her, let him look at our own Ireland, which is, and has been, sunk in papal darkness and superstition; then let him mark the changes which have occurred during the last few years, and say whether he does not discover the progress of the Bible on one hand and education on the other.

Does he not discover the influence of education and civilization at work in producing the glorious reformation which the Czar of Russia is now engaged in; viz., freeing millions of human beings in a state of Serfdom? Does he not discover the same influence at work in Italy—glorious Italy? Does he not discover the same cause producing results in different parts of Asia? And, lastly, can he not discover its influence in bringing about the present momentous crisis in our neighboring republic? If he does not, I know not what he can ascribe these effects to.

Not only has education produced these effects, but, if we read history's pages attentively, we will discover that as soon as it began to be considered a matter of some importance so soon did the glorious empire of which we form a part, begin to emerge from her long habits of barbarity and superstition. Civilization, the arts and sciences, with all their numerous concomitants, began to develop themselves; legislation began to acquire strength every day; and such was the state of learning and progress during the end of the reign of Queen Elizabeth that it has ever been called the Augustan age of England.—Such will hold true, in regard to any other

country which has had a similar experience. Looking at these facts in their true light, parents should consider the education of their children binding on them, if no other reason existed.

If individuals are not educated, it is evident that nations cannot be educated. Every child is a subject of the state, and its individual education forms part of the national. If all were to neglect the education of their children, as some do who have ample means within their power, what would our rising Canada become? But, fortunately, there are few in our country so poor as to be unable to give their children an education; and for that few no excuse can be alleged if they neglect their duty. Our noble school law makes provision for such. Their children can be educated at the expense of those who are generally well able to sustain the burden, and whose duty it is to sustain it if the parents are unable.

It is alleged that the child belongs to the parent, and he has a perfect right to give or withhold an education. Whence did he derive that right? Certainly not from his Creator. It might just as well be alleged that he has a perfect right to withhold temporal food also. If the boy is never supplied with mental food, the man probably will be of little use in fulfilling the end of his creation than the brutes. Nay, he will not fulfil it as well, because the brutes have no mind given them, therefore cultivation is out of the question. But man is gifted with an immortal mind whose "chief end is to glorify God, and enjoy him forever." I ask them, how can that be accomplished except he is made aware of that fact and taught the method of its accomplishment? It is true that the law compels the parent to provide for the sustenance of his child temporally; it is also true that we have no law in our land to compel him to provide sustenance intellectually, except the law of God; but the man who willfully withholds food from the mind—the masterpiece of its great Architect—the noblest part of man's nature—is violating a fearful responsibility.

But apart from its being a duty morally and religiously binding on parents to educate their children, there are many other reasons which should induce them. One reason is the enjoyment arising from an education when rightly used. The person who gets the rudiments of an education can employ them to great advantage if he desires more. If he is anxious

to climb the path of literary eminence, or reach the goal of science, all that is required is an indomitable perseverance.—We have the thoughts of the master minds which the world has produced embodied in books, and can make ourselves acquainted with these thoughts—which probably cost their authors years of deep thought and intense study—in a very short time. By their aid the children attending our Schools attain to a greater proficiency in knowledge than our most learned men who lived three or four hundred years ago ever attained.

In regard to the possibility of a person rising in an intellectual point of view who has received only the first rudiments of an education, let one instance suffice.—Abraham Lincoln received only a few months' education at a common school, and these schools, when he was a boy, were not so efficient as they are now, besides these few months, he received no assistance, but taught himself; and now by unwavering perseverance, honesty, and integrity, he has reached an eminence of which he may well have reason to boast—the highest office in our neighboring republic—the ruler of one of the most powerful, prosperous and intelligent nations on the face of our globe. Instances in positions in society to places of eminence, power, and influence might be multiplied *ad infinitum*.

Giving these facts their due consideration, parents, if it is not in their power to give their children a first class education, should give them what they can, and sacrifice something to enable them to do so. That is all that they can do, and all that is expected from them.

Another consideration which should induce parents to provide their children an education is that, other things being equal, the educated man is the most successful in any branch of trade or industry and will command the highest price. If he is doing business for himself, he will be more successful with an education than without one, and if he has not got that requisite he will be unable to compete with those who have, except, indeed, he possesses an extraordinary talent which the others are destitute of. If he is a mechanic or tradesman of any description, he will be entrusted with more work of a critical nature than the uneducated one, because his employer knows that he can place dependence in him not to commit some palpable

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