

every public spirited man in the country. In new countries like Canada, it is not to be wondered at, that at its earliest settlement the training of the youth should be neglected, and the latent talents of her young men should be allowed to remain inactive, from the circumstance that most of her early population were poor, and had quite as much as as they could do to furnish for themselves and families, the plainest description of food and clothing. This influence, happily, no longer exists to any considerable extent, especially in the oldest settled townships of the Province, and it now devolves upon those who rule the destinies of this fine country, to place within the reach of every young man who desires it, a thorough, practical education.

It is not merely for the creditable performance of public duties, that the youth of our land require a thoroughly liberal and practical education, but it is of equal, if not greater importance, that the practical farmer, mechanic, and even the laborer, should have a suitable education for the developement of every class of genius suited to those several avocations of life. Since the country has become sufficiently able to creditably sustain public universities, colleges, and academies, we find that those richly endowed institutions are principally intended for the education of lawyers, physicians, and divines. They are doubtless in every respect suited to the taste and condition of the classes enumerated; but it nevertheless is a fact, that there is not an endowed educational institution in Canada, that is at all suited to the practical or efficient education of the youth of the productive classes. No farmer or mechanic of sane mind, would think of sending that portion of his family intended for industrial pursuits, to any of the present endowed Canadian colleges; and as there are no intermediate institutions, except the Grammar Schools, between them and the common schools, the intellectual powers of a very large and respectable portion of the young men of the

colony are allowed to remain dormant, and hence those engaged in developing the resources of the country, are not as intelligent and enterprising as they would be, if as much pains had been taken in building up and sustaining a description of educational institutions suited to the wants of the industrial classes, as has been done in establishing the institutions alluded to, for the superior education of those young men who, in point of practical utility to the country, will become merely drones in the hive.

Much has been said of late in favor of the establishment of agricultural colleges, to be conducted in connection with well managed experimental or model farms, for the training and education of that portion of the young men of the country who intend to follow agricultural and mechanical pursuits, and who likewise desire to obtain a thorough practical and theoretical knowledge of the various collateral sciences which may be profitably employed on the farm and in the workshop; but almost in every instance, the writers on that subject have aimed at a higher order of education than is required at the present period by the farmers' and mechanics' sons of Canada.

The Common Schools at present appear to be the principal sources from which an education can be imparted to the great bulk of the young men of the country. To these local and important institutions, every friend of his country should render every assistance in his power in sustaining them in as creditable a manner as possible. Since a well organized common school system is now in successful operation in the country, it is to be hoped the best qualified teachers that can be had will be employed, and that the young men who can afford the time, will devote the winter months to the acquisition of as good an education as can be had from that source.

The elementary branches of a common school education may be imparted to the youth of our country in the common schools, but much farther than that need not be ex-