

of society, and are no less imperative upon the peasant in his lowly obscurity than upon the Sovereign in the magnificence and responsibility of empire. The obligations of each private soldier of the allied army at Waterloo, were identical in principle, only differing in circumstances, with those of WELLINGTON and BLUCHER. But while none are exempt from the weight of these obligations, they rest with peculiar force upon those to whom Society has been more generous and God more bountiful than to others. Those who have received much are bound to act and give in proportion. This remark is especially applicable to the subject of education; which is pre-eminently, in all its degrees and phases, a *public interest*. It has been so recognized in various acts of the Legislature; and the extent of each man's pecuniary obligation to support and extend it, has been determined by parliamentary enactment. The last amended Common School Act for Upper Canada has exempted every parent and guardian in a City or Incorporated Town from paying a Trustee's Rate-bill for the School-teaching of his children, by providing that every man in each City and Town shall pay by assessment according to his property for the education of every child, and that every child shall have the right and facilities of being educated, whatever may be the poverty or destitution of his parents. But though civil law can regulate and prescribe the pecuniary responsibility of each man in the community for the education of youth, it cannot enforce his moral responsibility—it may reach his pocket, but it cannot penetrate his conscience. This is the province of morals, not of legislation; and this is the obligation which I wish to press upon educated men. Are their physical resources liable to contribution in proportion to their amount for the instruction of youth, and are they not subject to a corresponding moral obligation for their mental endowments? Are not intellectual powers more valuable than pounds and pence, and is not knowledge worth more than dollars and cents? Are they required to pay in proportion to the latter, and are they under no obligation to exercise the former?

Besides, the educated men to whom I refer are debtors to society, as well as constituent parts of it. To every one of our Colleges the State is a contributor; not one of them would be in existence but for such contribution; and all our Common Schools are likewise aided out of the public Treasury; and both Colleges and Schools exist under laws enacted by the State. For whatever advantages we have received at any one of these institutions, we are therefore, in no small degree, indebted to the State; that is, to those who provide its resources and are the arbiters of its laws. Have Colleges and Schools been thus aided by endowments or grants from the State for the individual benefit merely of those who may resort to them? Certainly not—but from the conviction that the superior or elementary education of every such individual would be a contribution to the general treasury of mental power and wealth—the creation of a new agent to diffuse useful knowledge throughout the country, and thus to provide for the development of its resources, the appreciation and efficient administration of its institutions, and the social progress and happiness of its entire population.

To leave higher considerations out of the question,—is that clergyman discharging his obligations of gratitude, much less of patriotism, to his country, who spends his life in ignoble inactivity? Or that lawyer, who employs all his time and powers in merely courting litigation and accumulating wealth?