

learned professions. There lies at the foundation of this the mischievous error which confounds culture with professional training. The aim of all true education is mental breadth, moral elevation, and such a mastery of the great truths that furnish the best antidote to sloth and ignorance as shall awaken the dormant intellect and kindle it into living power. Of all the solecisms of our day, this cry of over-education seems to me one of the most foolish; as though the hope of Canada's agricultural future depended, like that of Egypt with its degraded fellahs, or of Cuba, with its prædial negroes, on the ignorance of the tillers of the soil. Over-educated! Why it is a common thing for the sons of Lothian farmers to take their place among the students of the University of Edinburgh, and there to master the sciences which they are afterwards to turn to practical account. Perhaps a little more training of a like kind for the Irish farmer might not be wholly unavailable in the present perplexing crisis: for which, at any rate, over-education is certainly not at fault. Doubtless the thews of the sturdy backwoodsman have sufficed to fell our virgin forest, and let in the sunlight on its first clearings; but our annual provincial displays give the best proof that the aspirations of the Canadian farmer reach toward something higher. With our well-organized school system we are, in fact, prone to over-estimate results. Admirable as these are, there is still abundant room for the elevation of the whole standard of popular education. When the rich treasure house of knowledge has been thrown open to all, the relative difference will remain between the gifted and highly cultured few and the well educated commonalty; while among the latter, knowledge will reveal its economic worth in every branch of industry. Nor can it be doubted that, in the great

social revolution on which the nations are now entering—traceable as it is, in no small degree, to the industrial resources of our New World's virgin soil,—the victory will be won, as in the past, by intellectual supremacy. The great centres of industry, the workshops of the world, have not been found heretofore, nor are they now, estranged from the seats of learning. Metaphysics, indeed, will not much help the agriculturist; nor can the Georgics of Virgil be specially commended to his study, though they are the work of a Mantuan farmer. But science and scholarship have widened their bounds, and include knowledge for every class. Coleridge, and the sanguine poets of the Lake school, dreamt in their bright youth of a home in our New World where the tilling of the soil and the culture of the mind shou'd prove in no degree incompatible; and many a sanguine dreamer has since yielded to the same seductive fancy. This idea has indeed been incorporated in the scheme of Cornell University, which provides "for instruction in such branches of learning as are related to agriculture and the mechanical arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life"; and at its inception the experiment was tried of combining profitable mechanical industries with the pursuit of learning. The aim, at least, was a generous one; devised in the same spirit which here, in other ways, endeavours to render intellectual wealth available to the gifted aspirant of every rank. Let us not discourage the idea that in the world's future, and above all, in this home of freedom and industry, the good time is coming—though doubtless for us of the elder generation. "Far on in summers that we shall not see,"—when intellectual capacity shall not be thought incompatible with