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## EDUCATION.

### Education and the Educator.

Lecture delivered in the College of La Chute, January 1860,

by J. BRUCE, Insp. of Schools.

No subject is more continuously before the public than education. Few subjects are considered of more importance. And of the many which of late years have engaged the attention of the erudite and philanthropic, the friends of civilization and christianity, none stands higher. The study and pursuit of some subjects are confined to the few. Education presses itself upon the consideration of all. A knowledge of some, concerns not the many but the few. To have some education—and the best and most suitable which can be got, concerns every one. The results and tendencies of many vocations and professions influence society to but little advantage. But those of education, rightly carried out and applied, never fail to effect an influence, beneficial and progressive—searching in character and reaching to its core. How many powers and influences exist whose dominancy is ever to be dreaded! But none need dread the influencing power of a sound education.—Not a few professions have been created merely to keep the evils native to society at bay. Education strikes at their root, both to prevent and to cure. Happy the individual, happy the society, happy the nation, that feel its governing influence, and submit to its healing power, and authoritative voice. For all the disorders and aberrations to which humanity is liable, it is a cure—if not the cure. How many subjects and objects of pursuit have to be classed on the side of mutiny, uproar and cankering

evils? That of a religious, enlightened education, must ever remain on the side of utility and true progress,—truth and holiness—their sure fosters, best safeguards, and strongest bulwarks. There exists no tribe nor nation, where education is unknown, or by whom it is discountenanced or altogether neglected, but gives evidence more than enough, to show what its absence does. There the human mind, in its low, degraded, and undeveloped state, speaks demonstrably and with an undying testimony what man is and will continue to be, when left untouched by the refining, expanding, and hallowing hand of an enlightened education. View the mind of man in its untutored prime surrounded by nothing which can give it an upward or onward tendency. See it on the stage of time, the possessor of—not the influences and accumulated literary and scientific treasures of by-gone enlightened ages, but of the transmissions of the collected store of barbaric ages—how low and degraded is its state, how misdirected in its powers, how fierce and uncontrollable in its passions, how doleful and rayless in its religious belief, and how settled down in its unconscious, unfelt darkness! Now, if the difference between the educated and uneducated mind be so great, and between their states, so vastly in favour of the former, claims not that which makes the difference so superior, the highest consideration? No where do we find society in a healthy progressive state where ignorance reigns, or education is neglected. On no basis can society rest so securely as that of education. Nor can any society long survive the inroads of educational neglects and its deadening tendencies.—How much misery, and woe, and horrid cruelty, and heart burnings of bitter sorrow, and tears of blood, have ignorance, untutored minds, and uncultivated hearts, caused? What heart thrills not at Fegian savagism, or Musselman and Hindoo horrid cruelties? To what these are to be attributed you well know. It is not to education; it is not to that training which gives health and vigour and right tendencies to the heart of man; it is not to that light of life which hath come down from the Father of light, and of every good and of every perfect gift. No, it is to the absence of these; to the want of that enlightened moral culture which enobles and exalts humanity. Wherever education hath taken firm hold on the minds of a people wherever it hath penetrated the masses of society by its life giving power; wherever it hath given expansion to the mind, hath burst asunder the trammels—the swaddling bands of ignorance and scattered them to the winds,—there we find, not the corrugated—undeveloped—fatuous intellect, whose moral miasmata blight and poison, but that cultivated manhood which best prepares man for the duties of life, and for the eternal destiny of his spirit. Without education there can be no progress in society, there can be no progress in science. And where there is no advance there is a going backwards. There is no standing still. Motion is a universal condition of created being. There is nothing in a state of rest. All worlds are in motion. All in the vegetable and animal creation is in motion; and as it is in the world without, so it is in the world within us. In the regions of thought and consciousness there is no repose. The man of to-day is different