

Although this is the sentiment of the poet, it is strictly true. This sentiment teaches us that we should train our youth to that *inclination* which it is designed they should maintain through life. The leisure and prime of life are consumed in acquiring an education and fixing the character. It is seldom a boy or girl has time to devote to study after he leaves school, and such an instruction and training and *inclination* as is described in the two last practical extracts from the reports, can seldom be acquired after the termination of an education in the usual mode. It is indispensably important that every branch should be entirely mastered as the pupil progresses. A little learned accurately and completely is much better than much learned imperfectly.

These remarks lead us to another important observation. It is the common practice in our State for parents to send their children either beyond the State or the section of the country in which they reside. There arises from this source a two-fold disadvantage. The first is, that it is to a certain extent a constant abstraction of so much money from the State, or from the particular section of country in which the parent resides, and that so much money is never to return.

But there is another injurious result of a more permanent character. In order to promote intellectual improvement it is necessary that the intellect should be exercised. Under our present system a large majority of those who are educated abroad return home where there exists comparative ignorance. In such a situation, that knowledge which had been acquired, can never be called into action, and consequently is forgotten and lost. Such would not be the result if all were educated together by the force and efficacy of a general system; for under such a system there would exist a community of knowledge, and that knowledge would be subjected to a constant and active exercise.

There is another result which grows out of our present system. Those habits which are acquired at college cannot be maintained, and the pupil must sink down from refinement of manners and intellectual culture to the common level of an uneducated community. It is thus a large portion, indeed, nearly all of what was sought to be acquired by an educational training, is lost to the disappointment of the parent and pupil; and hence a large majority of the educated pass through life and die with the feeling of disappointment, predominant.

This committee would suggest that the union of agriculture with our institutions would be productive of great and lasting benefit. Agriculture ought to be taught as a science, practically, and earnestly, and effectually as law or medicine; it is to be the pursuit in life of a large majority of our students, and it is the primary source of health, wealth and prosperity—and indeed constitutes the only legitimate and durable capital of any country.

It is a remarkable fact that all the greatest and best men have been reared in agricultural pursuits, and such alone have established institutions which have been of permanent benefit to mankind,