

generation of farmers throughout the length and breadth of the land, in order that they may be enabled to pursue a system of scientific and consequently successful husbandry, must be as general and extended as the field of operations is broad. The only mode which suggests itself of universal application, is the introduction of Agricultural Chemistry as a branch of elementary education in the common schools of the country. That the present system of Public Instruction in Canada implies the necessity and contemplates the introduction of this branch of learning in the Schools throughout the Province, is shown in the Chief Superintendent's 'Report on a System of Public Elementary Instruction for Upper Canada,' (p. 141.) "Agriculture—the most important department of human industry—has not as yet been introduced, in any form whatever, as a branch of Elementary Education in our Schools. The Legislature has given some pecuniary assistance, and Societies have been formed with a view to encourage experiments and promote improvements in Canadian Agriculture; but experiments without a knowledge of principles will be of little benefit, and improvements in the practice of Agriculture must be very limited until the Science of it is studied." The means for providing that instruction is alluded to in the Circular of the Board of Education to the Municipal Councils of the several Districts, and Cities in Upper Canada, (dated 4th August, 1846) wherein it is stated, that, "through the Normal and Model Schools, all the Schools in the Province will ultimately be provided with teachers, trained in the Country, and in the same system of instruction." The value and influence of Agricultural Associations will be immeasurably enhanced by the introduction throughout the country, of a uniform system of experiments founded upon scientific principles. The only mode of attaining such a system, is by affording the rising generation of farmers an opportunity of becoming acquainted with the principles of scientific husbandry. Whatever experiments they may then individually engage in, or whatever information their experience may afford them, will be estimated at its true value, and much of that sterling practical knowledge which is frequently exhibited at the occasional meetings of Branch Agricultural Societies, be comprehended and appreciated without danger of its being misapplied or soon forgotten.

From the Teacher Taught.

READING—MECHANICAL, INTELLECTUAL, AND RHETORICAL.

Correct reading is the first step towards the acquisition of useful knowledge. Orthography and the definition of words must precede reading, but all other studies follow after; and the success of the scholar in the pursuit of learning will depend very much on the degree of perfection to which he may have attained in this art.

In teaching children to read well, there are three distinct, and very different objects of attention. Reading may be taught as a *mechanical*, as an *intellectual*, or as a *rhetorical* exercise.

The *mechanical* part of reading consists in the modulation of the voice as to loudness, distinctness of articulation, and slowness, and in regard to propriety