

do not hesitate to say, that the standard of Common School Education can only be measured by the efficiency of the teachers employed to impart instruction to our youths, and that it will be useless to expect that well qualified persons will engage to take charge of our schools at a less salary than persons of similar attainments receive as clerks in the mercantile trade, and in the several public offices in the country. It is a most difficult task for a person who holds the office of instructor, to impart a branch of knowledge to others which he really does not understand himself. This idea holds strictly true with the school teacher; and in a country like this, where time and money are nearly synonymous terms in point of value, it is of the utmost importance that such only should be employed as have a thorough knowledge of the English language, and the branches of learning usually included in a sound and practical English education. A youth between the age of seven and fourteen years will receive more instruction from a well qualified teacher, such as we have attempted to describe, than an other youth of equal ability would acquire between the age of seven and twenty-one years, from such teachers as may be met with in almost every township in Canada. If this be true, which no one will venture to question, then the seven years that the latter youth would have to spend at school, to make him equally qualified with the other, would have the very injurious influence of weakening his intellect, and worse than all, he would feel the inferiority of his capacity, when in the company of those who had the start of him in the race of acquiring knowledge, by being placed under the instruction of men of superior attainments in learning. We might multiply arguments in favor of the interesting theme of education, but to a discerning mind it must be obvious that the success of agricultural improvement greatly depends upon the stand that is taken by the rural population in sustaining their educational institutions. Agriculture is the foundation, or rather main-spring of all our greatness as a colony; and by imparting a practical education to the rural population, the varied and extensive resources of the country would shortly become developed, which would bring into being sources of wealth that the colonists at present have no idea of. Long evenings and stormy days can be profitably employed by farmers in acquiring useful instruction; but few classes are less disposed to obtain information from books, of a character which illustrates the principles of their business, than the agricultural—why this is the case it is most difficult to conjecture—because no branch of studies is more interesting and instructive than that of the science of agriculture; and but few, if any, can be turned to greater account when practically applied. Before the agricultural community can be expected to have acquired a taste for reading an exposition of the principles which comprise the theory of agriculture, they must first accustom themselves to read the details of the best systems performed in various countries, and upon different soils, and especially of those most successfully practiced in their own country. The cheapest method yet devised to widely diffuse agricultural information, is through the medium of agricultural newspapers. This simple, and at the same time effectual means of bringing about an agricultural reform, has been attempted during the past few years in this highly favored agricultural country. It is true that a fraction of the farmers have availed themselves of this cheap method of acquiring valuable knowledge; but it is not sufficient that only about one in a hundred of the agricultural population of Canada should receive benefit from the agricultural press. If knowledge be useful to a few, why not equally so to the many? The best farmers in Canada constantly receive an agricultural paper published in their own country; and from this journal they have no doubt received ten times the value of its subscription price. If such a journal is appreciated by the best practical farmers, why should not those who have much more need of instruction feel equally interested in its success? We leave others to answer these questions, and would merely add,