

ford as good reading for youth as any that is now supplied to them, and in our humble judgment, much better. We imported several small works from England, suitable for our schools, and they are now in the library of the Lower Canada Agricultural Society—but they are little better than waste paper if nothing further is to be done with them. Very great caution is necessary that the education of common schools should be the most suitable and useful that could be given to the children of an agricultural population. We do not say that it is better to give no education than not to have it such as we propose—because an education of some sort is better than none. What we say refers only to the education of farmers' children, and for them we would have agricultural books, and those referring to rural economy, for their reading from the time they are able to read. We have an agricultural spelling book, an agricultural chemistry for young farmers, a calendar for young farmers, catechisms of agriculture, chemistry and geology, Agricultural Reader and many other works, that we shall give the title of in a future number. We recommend this subject to the attention of all who are interested for the rural population.

After the above article was in type, we received a communication referring to the subject, in the French language, and immediately had it translated for this number. We are rejoiced to find that our opinion in reference to the education of the rural population is so well supported by our Correspondent "Ruricola." What he states, however, respecting the School Commissioners, and how some of them appropriate the Agricultural Journal that is addressed to them for the use of the Schools, is very discreditable to the parties who act in this way. Such Commissioners cannot be very much interested in the useful education of the youth who are pupils at the Schools. As we already observed, the reading of the Agricultural Journal, or any other work on agriculture, might be as safely and usefully read by the

scholars, as any other books they can have—provided they are able to read, and understand what they read. We do not expect that by this reading they would be instructed in the art and practice of agriculture, but it might have the effect of preventing them from despising the business of their fathers, and attaching themselves to it. Any education provided for the rural population of Canada that will not have this tendency, will, we conceive, be hurtful rather than beneficial. This opinion, we have no doubt, will be disputed, but we submit it, nevertheless, in the hope that the system of education that would be the most useful for farmer's children, will, if possible, be provided for them. The masters may not be able to explain in the best manner agricultural books until they are themselves properly instructed, but in any case reading them cannot be injurious to the scholars. Judicious selections might be made, and printed expressly for the use of country schools. Give our youth fair opportunity of knowing something of the business that they are to be employed in all their lives.

Why should we not have Normal Schools established, or at least one of them, where school-masters might be suitably educated to enable them to instruct the youth at country schools in the theory of agriculture, and the practice when possible. The expense of these establishments may be objected to, but certainly not by any true friend of the country. There are colleges already established, to which Normal Schools might be attached by providing for their support. If we are anxious for the education of youth, in order to enable them to perform their duties to themselves, and to the community in a better manner, why should we not give them that sort of instruction that will be suitable to the station they are intended to occupy in that community. We would not think of instructing a boy to make shoes who we intended should become a tailor. Let our youth have reading that will attract their attention to Agriculture.