

in early life to have had only very scanty means of education, but professing the most ardent and praiseworthy desire to give their children, and the rising generation at large, the fullest practical draughts at the refreshing fountain of knowledge. Such facts and sentiments speak loudly in favour of Canada. They show that men with scanty means and information by coming to this country can, by persevering industry, obtain honorably a sufficient worldly competence and a higher social status in the advancing scale of civilization. Whenever a man avows an earnest desire to afford his children more ample means of mental and moral culture than he enjoyed himself, it is a demonstrative proof that he is conscientiously alive to one of the greatest and most responsible obligations involved in the parental relation. Farmers of Canada, we tell you plainly, that neither yourselves nor children will ever attain that position in society to which your numbers, industry, and wealth entitle you, *till your class enjoys equal means of education with all other classes of the community.* That those who raise from the soil the daily bread of the people, whose industry supplies the greatest portion of the materials of national wealth, and whose sinewy arms, prompted by loyal and patriotic hearts, have in all ages of the world's history proved the best safeguard of a country's safety and independence,—that this large and important class of men should be doomed, generation after generation, to have doled out to them the merest modicum of education, is a perfect social anomaly, and what an advancing civilization will but little longer endure. The present age is distinguished, among other things, for a liberal and scientific culture of the soil: Can it therefore be tolerated, in any country professing itself Christian and civilized, that the *immortal minds* of a large proportion of the tillers of the earth, as is unhappily the case at present in all countries, should receive comparatively no culture, and be allowed to remain almost a total blank? Christianity, humanity, aye, and *true policy*, one and all, return to the question an imperious and indignant negative.

But it is asked, how is a suitable education, general and special, to be given to the rising generation of farmers? The answer is by no means a difficult one; that is to say, there are no *peculiar* difficulties, either theoretically or practically attendant on educating farmers, any more than on the other classes of which modern society consists.

The children of farmers require, in the first place, a similar mental training, and the same subjects taught them, as the children of other classes. We are not among those who entertain any fears that young people intended for agri-

cultural pursuits can be taught too much. Polite literature, or some acquaintance with modern languages, or even a dead one, would certainly not necessarily make them in after life worse cultivators of the soil; while a means would be afforded them of pure rational enjoyment. However, be this as it may, it is evident that the children of farmers must be educated in the same way, and by the same means, and in the same places, as the children of other classes, viz., in the ordinary schools, colleges, and universities of the country. The mere mention of the last two places in connection with the education of farmers will cause, we are aware, distrust or astonishment among some of the antiquated school; but what subjects are there, we would humbly ask, taught even in our highest seats of learning, which would be unbecoming or injurious for a farmer to learn, provided he had time and inclination (natural ability, we presume, he will be allowed to possess, in common with others) to pursue them? A knowledge of the exact and experimental sciences—such as mathematics, natural philosophy, chemistry, animal and vegetable physiology, &c.—must certainly tend, in connection with his daily experience, to make him a more *intelligent*, at least, if not a more successful cultivator of the soil.

For the purposes of a *general* education, our existing schools and colleges are as well suited to those intended for agriculture as any other of the pursuits of life. And we go further—and herein we differ from some of the speakers of the Hamilton Club—and maintain that these institutions, with some slight modifications, or rather additions, not over difficult, we think, to be made, might, to a very great extent at least, be rendered subservient to the *specific* education of our agricultural youth.

In Grammar Schools and Colleges it would be comparatively easy to make an application to the principles and practice of agriculture of the facts and doctrines of experimental science; and a few acres of land, or even a large garden, would be sufficient, under a competent instructor, to afford an intelligent youth a pretty clear and comprehensive idea of the connection between science and agriculture, and of the light which the former often imparts to the latter. We would advance a step further, and apply the same remarks to our common schools, where in fact, Agricultural Education ought to begin. It will be in vain to look for crowded halls in the higher seats of learning, if the Common Schools of the country are neglected or unappreciated. From the very nature of circumstances, such schools must educate the masses, if they are educated at all; and therefore it is that Common School education, in a country like this, especially demands a primary consideration.