

AGRICULTURAL EDUCATION.

But few subjects that come within the province of an agricultural magazine will at all compare in importance with that of education. Agriculture can never take that stand in the ranks with the other professions that its importance would seem to warrant, until those who cultivate the soil become better acquainted with the principles which govern their professions, which at present appear matters of mystery and uncertainty even to those who profess to have some little claim to the appellation of educated farmers. No one would question the correctness of the assertion, that Canada is emphatically an agricultural country; all other interests must bow to this,—and without it the colony would not be worth any attention from the mother country. Notwithstanding all this, there is not an academical institution in the province that is of a suitable character, or in which the essential branches are taught, to complete the education of a farmer's son who desires to become proficient in the science of agriculture. If a farmer whose means would admit of the expenditure, should educate his son which he intended to be the farmer, at one of the most popular academies, colleges, or universities in the British American provinces, ten chances to one that the kind of training which the student would receive would disqualify him to be a successful farmer. Instead of acquiring a wholesome taste for rural pursuits, the kind of associations with which he would be surrounded, would to a certainty give him a distaste for the useful calling for which his parent designed him to practice. Although the present chartered educational institutions of Canada are unadapted to the circumstances and tastes of the rural classes, it by no means follows that

schools of a very superior order could not be introduced, in which the farmers' sons could receive a liberal education at a moderate rate, which would qualify them to perform their honorable avocations in a manner that would be highly creditable both to the individual and nation.

It is difficult to divine what the result of the many appeals that have been made to the Canadian farmers upon this important subject will amount to; but one thing appears to us certain, that no action will be taken in the matter unless more energy be displayed by the interested parties themselves. No doubt there are many who do not believe that it is essential that farmers should be a well educated class, but from groveling sentiments we beg to dissent. As the country gets older we hope to see a greater desire manifested by the Canadian farmers in giving their sons, whom they intend to follow the plough, a more liberal education, instead of lavishing some hundreds of pounds in educating one out of a half dozen boys to prepare him for one of the learned professions, as they are called, to the great disparagement of the neglected members of the family. A sound practical education is of infinitely more value to a young man commencing business than houses or lands without it. The following from a writer in the *Agricultural Gazette*, will serve to show the correctness of our views:—

“The education of farmers has hitherto merely taught them the labors of the farm mechanically and by rote, without any science. They have been taught the operations and seasons, but unassisted by any analytical or inductive reasoning; and hence the difficulty to improve them, and the diversity of principles, and the uncertain basis on which much of their practice stands. They may attain a certain skill in practice, such as a working watchmaker may attain in putting together a watch; but no improvement can arise unless the