

with all her liberality to agricultural institutions, and all her contributions to Provincial Exhibitions, nothing has been done to lay the foundation of agricultural success, by imparting to her young men a knowledge of the simplest rudiments of the science.

“Is it not to be deplored,” says Inspector Crepault, in his Report to the Chief Superintendent of Schools for Lower Canada, “that amongst our School books there is not a single page on the subject of agriculture ; and this for children who are nearly all destined to become farmers ?” And is it not still more strange, we may well enquire, that in Upper Canada itself there is neither an agricultural text-book nor an agricultural college in the whole country. Considering the class of settlers which compose the great bulk of our rural population, this is indeed matter for surprise. Trained to other branches of industry in their native country, they have emigrated to Canada with little knowledge of rural pursuits, and once buried in the back woods of Canada, their means of increasing that knowledge is limited indeed. Associated with neighbours only one step in advance of themselves, their whole life becomes a continued struggle, the hardships of which are vastly increased by the absence of a practical knowledge of agricultural pursuits. To this absence of a thorough acquaintance with the principles of agricultural science may be ascribed not only many of the difficulties of the early settlers, but the disastrous results of over-cropping, which are now so painfully visible in many parts of the Province.

Such being the position of Canada at the present time, the importance of Agricultural Education cannot be too strongly impressed upon the public mind. Our system of national education, however highly applauded, is sadly deficient in this respect. Our young men are trained in every other branch of knowledge but that which is to them of the highest importance. Nay, their whole course of study is rather calculated to wean them from, than attach them to agricultural pursuits, and just in proportion to their educational acquirements, are they considered unfit to engage in them. It is surely time that an effort was made to bring about a state of things more in accordance with the requirements of the country. A sound practical education is no less necessary to the success of the farmer than it is to that of the merchant or professional man, and until this truth is acknowledged and acted upon, we must despair of seeing the cultivation of the soil occupy that high position to which it is fairly entitled.