

no fair chance of advancing in improvement, as other employments or professions had. The most suitable means of education and instruction has been provided in schools and colleges for all other professions, except for agriculturists. In all the Reports of the Common School systems of this country, there is scarcely ever to be seen one line relative to an agricultural education, or the necessity for it. It would appear as if the subject was unworthy any consideration whatever by those who are entrusted with the education of the people. We imported, in 1848, on behalf of the Lower Canada Agricultural Society, several small agricultural works, in the hope that they would be introduced here as school books, making such alterations and modifications as would be necessary to make them suitable for this country—and translating them into the French language. For this, an arrangement might be made with the authors of these works, to allow their republication here. No action, however, has been taken in the matter, and these little books have been allowed to remain no better than waste paper, upon the table at the Agricultural Room, up to this time. The selection we made was very limited of course, as we only were desirous of showing that suitable books for schools might be had. There are very many agricultural books that might be introduced in schools, and that would not require a school-master who was a perfect agriculturist, to explain them to the scholar. We know many such books that are quite as suitable for schools, as any we have ever seen in any catalogue of school books. By inducing, or at all events affording an opportunity, for our youth to read works on agriculture, it might create a taste or desire to be better acquainted with the subject, and in any case, it would not be estranging them from the business of their fathers, and attaching them to any, to the most useless, or perhaps, to no profession, rather than that of a farmer. It is time to see an end of this inconsistent, and

injurious absurdity. If any education is provided for the rural population, let it be of the most useful possible character for them, if they are to pay for it. Objections may be urged to the establishment of Agricultural Colleges and Model Farms, by those who are either unfriendly or indifferent to agriculture, but there cannot be any reasonable objection offered against the introduction of books relating to the science and art of agriculture into our common country schools. We shall answer for it that they will do much less harm to the pupils than many books that are permitted in schools. Agriculturists are most unjustly accused of being slow to adopt improvements, and as being behind the age and other classes. But while every possible aid, by suitable education and otherwise, has been abundantly provided for all other professions, agriculturists have been neglected, and no suitable provision made for their instruction—no more than if it was a useless or injurious profession to be employed in. Those who understand the true position of this country, and who wish to see it in a thriving and prosperous condition, will not oppose the establishment of Agricultural Colleges, Model Farms, and all other aids calculated to promote the improvement of agriculture, by a perfect and practical knowledge of it in all its branches. The expenses of such establishments are comparatively nothing, compared with the immense benefits they would produce to the country. By what other means, we would ask, could the annual produce of the country be doubled, except by her agriculture? We have no hesitation in saying that the agricultural produce annually created might be doubled in amount and value, by a more perfect system of agriculture. By what extent of commerce, trade, and manufactures, could we derive the same amount of benefit annually? All these latter are very good in their place, as the consequences of a prosperous state of agriculture, but unless they are based upon this foundation,