

can be defended more successfully than church establishments for the religious instruction of the people ; for it goes deeper and broader than either of them. It lays the foundation not only for the religious instruction of the whole people, but for their instruction in all their rights and duties as men and citizens.

On the whole, therefore, the experiment of subjecting the property of all to taxation for the purpose of giving the first elements of education to all, which has now been going on in New-England for nearly two centuries, must be considered as having been fairly tried and eminently successful. Success, too, has had its natural effect, and has produced, and is producing, imitation. The other states of the American Republic, though education has always been greatly encouraged and widely spread among them, have of late shown renewed anxiety in relation to it ; and many have already begun by legislation to attempt to place it on the same ground on which it has so long stood in New-England. Indeed the idea seems more and more to prevail throughout the whole republic, that all popular institutions of government can only rest safely on some similar system of education, protected by law and *founded on property*.

But the introduction of such a system, whether into those parts of the United States where it does not yet exist, or into other countries where it is entirely unknown, must, in order to produce all its good effects, be gradual, as must any change intended to reach and affect the character of a whole people. For such a change cannot be brought about by the enactment of a statute, or the providing a fund. It can be brought about only by gradually interesting the whole population in it ; by making each town, each village, each neighbourhood assist in it, contribute to it, and superintend and watch it, as a private interest of their own, which they will not trust out of their own hands. They must feel too, that it is not a charity, or a favour granted to them by others, or sent down from their ancestors, but a right purchased and paid for by themselves, to which they have as clear a claim, as they have to the protection of the laws or the offices of religion. This is, of course, the work of time, of habit, and of experience. The statute book can no more do it, than it can compel a man to manage his own business skilfully, or regulate his household with discretion. It is, therefore, only where popular education has been the anxious care of the people, until it has become to them as a personal interest or a domestic want, that we can expect from it the wide practical results in the character and condition of a country, which it is undoubtedly, at last, able to produce.

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## AGRICULTURAL EDUCATION IN UPPER CANADA.

### No. I.

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It has long been a trite saying among practical men, that "a work well begun is half finished ;" the aphorism loses none of its force when applied to theory or system, especially a system of Education.

Among the multitude of sincere and perhaps benevolent individuals who have in times past thought, written, and lectured upon the best mode of provi-