

the various exertions made on that occasion, in directing general attention to the attempt, and by calling the special attention of the Government to the present necessities of the landed interest, that Sir Robert Peel was induced, on the repeal of the Corn Laws, to pass an Act for the Drainage, in a permanent and efficient manner, of estates, with a grant of two millions sterling to be applied, by way of loan, to the purpose.— Under this Act, as some recognition of services in the cause, the writer was the first Assistant Commissioner that was appointed. This grant was soon appropriated, and subsequently a further grant of two millions was made, the whole of which also has been taken up. In the mean time two public companies—"The West of England Drainage Co.," and "The General Land-Drainage and Improvement Co.," were established with suitable powers and capitals; and a third Company, under influential auspices, is at this moment in the course of formation. The business of the two existing Companies has been very extensive and satisfactory to all parties; and in a subsequent No. we purpose, in the further prosecution of our subject, to speak more at length on their mode of conducting operations, and the benefits which have resulted, as perhaps suggesting matter worthy of consideration for Canadian capital and enterprise.

(To be Continued)

ON THE EDUCATION OF YOUTH.

To the Editor of the *Agriculturist*.

DEAR SIR.—Doubtless most of your readers will agree with me when I assert, that the proper education of the young and rising generation is a matter of no small importance. It is to a great extent true, that "Just as the twig is bent the tree is inclined," or in other words "Train up a child in the way that he should go, and when he is old he will not depart from it." A proper education is of as great importance to farmers as to any class in the community. They are often said to be "the bone and sinew of the nation." The prosperity of every other class in the country is intimately connected with, and essentially depends on, the prosperity of the farmer. If the farmer's crops are good and prices remunerating, all the other classes of society partake of the benefit, and rejoice in the consolation. If, on the other hand, the farmer's prospects are gloomy, all trades and professions languish. If, therefore, the prosperity of the country depends on the prosperity of the agriculturist, it must be a matter of no small consequence, that farmers' sons be properly trained for their vocation; and not only farmers' sons, but their daughters too, in order that they may be, "help-meets" for their husbands, should have an education calculated to fit them for that important station in society which, in all probability, they will be called to occupy. I commenced this article with a design to offer a few remarks, by your permission, through the medium of the *Agriculturist*, on the education of farmers' daughters. In writing a few lines on the

proper training of this class of persons, let it be distinctly understood, that my observations will be confined, almost exclusively, to such education as is calculated to promote the happiness of farmers' lives, and the usefulness and comfort of farmers' wives. About that kind of education which is thought to be suitable to the fashionables of towns and cities, I do not intend to write. The writer, in introducing himself to the acquaintance of your readers, would just state that his head is gray with age, and his hands hardened and calloused by the use of the axe, spade, flail, scythe, grain cradle, hoe, and plough-handles;—that he spent his youth in England, his manhood's prime in the United States of America, and is now bringing his years to a close in Western Canada: that he claims to be a little acquainted with the educational institutions of each of the above countries, and knows as much, perhaps, as a country farmer may be expected to know, how far those institutions are adapted to make good farmers and good mechanics, good husbands and good wives, good Christians and good citizens. I am now speaking of their common-schools;—with their higher educational establishments I am not familiar. Again, in treating on female education, I do not pretend to be able to write on the subject in a scholar-like, elaborate and critical manner. I can hope only to make a few common-sense remarks, such as might reasonably be expected of a homely country farmer, who has dedicated most of his days to the labors of the field.

I have now finished taking three volumes of the *Agriculturist*, and I do not recollect seeing more than a few short extracts on female education, and those extracts appear to me not to be suited exactly to the wives and daughters of farmers. A certain writer, whose communication is dated "Toronto, 23rd of March, 1848," and who signs himself "H." gives—in the *Agriculturist* for that year, page 68—an outline of what he conceives female education should be, and as the greater part of our present subscribers may not be in possession of that volume, I shall transcribe so much of the article as is suitable to my purpose.

"I would," says he, "give the pupil a thorough knowledge of the common English branches as the foundation of all solid learning. These are subjects in every-day life and must be learned. After the-c, or at the same time with them, the pupil ought to study general history, giving the outlines of the rise, progress and decay of the various nations, from the earliest antiquity, with the distinguished personages who have flourished in each, followed by the history of particular nations, and the history of the Jewish and Christian Churches. Bacon has remarked, that "histories make men wise." How many lessons of wisdom may be drawn from the history of the past? From the constant examples of the great, the wise, and the good, kept before the pupil, he is led sometimes, it may be unconsciously, to emulate them. By furnishing entertaining reading the mind is also guarded against that most fascinating and pernicious of all kinds of reading, *Novel reading*. Next may be introduced the natural