

from the question of practice, the relation of veterinary to social science is intimate and important. There are some diseases in animals similar to those in the human subject, and they are communicable one to the other. It is therefore important to all that the amount of danger which man incurs by living amongst animals should be known. The public health also demands that reliable information as to sound animal food should be at hand in all parts of the country. And for such information we are dependent on the wide dissemination of veterinary science.

ENCOURAGEMENT TO A KNOWLEDGE OF ENTOMOLOGY.

"The Council of the Association, valuing the importance of entomology in its relations to agricultural and horticultural science, voted a grant of \$400 to the Entomological Society of Canada, on condition that they should furnish an annual report, form a cabinet to be placed at the disposal of the Council, and continue to publish their *Journal*.

"There are other matters to which reference might have been made, but I feel that I have already trespassed too much on your forbearance. Let us be encouraged by our success in the work in which we are engaged. Be assured that the future will yet more abundantly repay your labours. 'A grand plan of prophecy is advancing, both in the physical and moral world, and we live in the expectation of a coming era, when the streams which have run for ages alongside of each other will unite, and yield, at the same time, a nobler condition of the earth's surface, and of the spiritual character of its human inhabitants.' 'They shall not labour in vain, nor bring forth for trouble.' 'Instead of the thorn shall come up the fir tree, and instead of the briar shall come up the myrtle tree.' 'The child shall die an hundred years old.'

Mr. Sheriff Ferguson moved a vote of thanks to the President for his able address.

Rev. Dr. Ryerson seconded the motion. With respect to the subject of agricultural education, he remarked that it had been suggested, and he hoped the suggestion would be carried out, that it should be included in the Normal School training of teachers. Motion was carried.

4. HON. MR. CARLING ON AGRICULTURAL EDUCATION.

From a report submitted some months ago, to the Lieutenant-Governor, by the Hon. Mr. Carling, Commissioner of Agriculture, we make the following extracts:—

"The present age is remarkably distinguished for an enlightened desire to diffuse the blessings of education among all classes of the community, and this Province has a just ground of pride for the successful exertions that have been made within the last twenty years in promoting this important object. Whether we look to the higher or lower grades of education, the much improved quality of both, and the accessibility of the latter to our entire community, without distinction of nation or creed, Ontario is certainly in advance of most communities older and wealthier than itself. Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the agricultural and mechanical classes of the community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. Agricultural Societies, Farmers' Clubs and Mechanics' Institutes, are all efficient agents in their respective ways in helping on the education of the great masses of our industrial population, and the advantages they have conferred it would be impossible fully to estimate. These organizations, however, it should be remembered, are in a great measure confined to adults. What now appears to be more especially needed in carrying forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of elementary instruction in what may be termed the foundation principles of agricultural and mechanical science.

"Institutions on an extensive scale, specially adapted to the education of youth intended for agricultural and cognate pursuits, have been established of late years with varying degrees of success. Whether we are at present sufficiently advanced to adopt this principle in connection with a large experimental farm may fairly admit of doubt. I think, however, that we already possess appliances which might be so arranged as to be speedily brought to bear in promoting this great object, and prepare the way ultimately for something of a higher and more comprehensive character. Our enlightened and energetic Chief Superintendent of Education would, I believe, approve and help forward such a movement. The Agri-

cultural Professorship in University College, and the Veterinary School in connection with the Council of the Agricultural and Arts Association, might, I should think, be so arranged in connection with the Normal School for training teachers, as to meet, for the present at least, the want to which I have referred. This subject will continue to receive my best attention, and I hope to be able, in the next report I may have the honor of presenting to Your Excellency, to record the fact of a commencement being made with a prospect of success."

A special agent was sent by the Commissioner of Agriculture, some months since, to visit the Agricultural Colleges of the United States, to ascertain and report upon the best and most successful system there adopted, with a view to the establishment of such an institution in this Province. Mr. Provincial Treasurer Wood, in a speech delivered at an Agricultural dinner lately, at Woodbridge, said that the local Government has already determined upon introducing Agricultural teaching into our Common Schools and also to establish an Agricultural College in this Province, during the ensuing year.

5. AGRICULTURAL EDUCATION IN QUEBEC.

It is proposed to make agriculture a regular study at the Quebec Normal Schools, and a model farm an adjunct of their *matériel*. We have before us, in appendices to the Report of the Minister of Public Instruction, the special reports of Principals Verrault and Dawson on this subject. In the Jacques Cartier Normal School, several of the students (mostly, we presume, the sons of farmers,) have been for some time anxious to obtain such instruction, and the Rev. Principal Verrault also states that the clergy and people of all ranks in life would regard with pleasure the systematic introduction of it. In fact, several persons, thinking that the Abbe Godin's mission to Europe would have immediate effect, had already applied for admission. This desire on the part of our young French Canadian countrymen, and the almost wondrous results of the working of such institutions in France, Belgium, and Ireland, noted by the observant and indefatigable delegate, Mr. Godin, show that there should be as little delay as possible in carrying out the necessary plans.

The Rev. Mr. Verrault thinks, judging from the experience of the St. Anne and St. Theresa farms, that a farm for trial would, if skilfully managed, be a source of profit. He would not have it a mere theatre for experiment, but would carefully avoid everything which would strengthen the prejudice—already prevalent enough—that scientific farming requires a great outlay of money. The farm to which he refers may be purchased for \$8,000. Into further details of Mr. Verrault's report it is not necessary to enter.

In the course of Mr. Dawson's report, he says:—

"The functions of the Normal Schools with reference to agriculture or any art other than that of teaching is necessarily very limited; but agriculture being the most important of all the arts, it is proper that as much attention as possible should be given to it, and that it should be made a means of connecting the work of the school with the practical business of life. When properly used in this way, it may have a two-fold benefit by showing to the student of science the practical applications of principles and by introducing to the practical man the knowledge of the laws on which the success or failure of his operations may depend. Such studies are also not without their value in training the minds of the pupils; and in exalting their appreciation of agriculture as a profession, and exciting their enthusiasm with reference to it."

He recommends (1) that pecuniary aid should be given for the teaching of the subject in the schools throughout the country; (2) that the Normal School should be provided with apparatus, models, specimens and books; (3) that a sufficient salary should be attached to the Professorship of Agriculture to enable its teacher to make it a specialty; (4) that the agricultural professors should be also inspectors of agricultural classes; and that all means should be taken by them and the teachers to inform the people of the value of the subject; and, lastly, that a model farm or even an experimental garden should be established in convenient proximity to the Normal School. Principal Dawson also thinks that there is nothing to prevent female teachers from teaching the science as usefully as others. It might thus be taught in all the Elementary and Model Schools, but there might at the same time be a more extended training on the subject in the Academy classes of the Normal School.

We may add that the theory of agriculture has been taught in the Normal School since its start in 1857—the text book being of late years one especially prepared for his classes by Dr. Dawson himself. Since the organization of the school, 146 pupil teachers, 19 of whom were young men, and all of whom hold Model or Academy diplomas, have been qualified to give instruction in the science of agriculture.—*Montreal Gazette*.