

provers, but to man as man—elevating him morally and intellectually, and providing largely for his temporal wants. * * *

Having thus stated that a liberal and scientific education ought to be the portion of every farmer who wishes to excel in his profession, the remaining point to be glanced at, is the instrumentality by which it is to be obtained. And I wish now more particularly to direct your attention to the means for educating the rising generation. A considerable part of the training of every young farmer in early life, indeed the greater part of it must be got at home. Every farmer can teach his son a great deal of the practice, and some, a part of the science of the profession of Agriculture. But however well qualified many are to give instructions and to avail themselves of their leisure hours to impart it, yet, unaided by public instruction, the mind cannot be fully developed in the science. However good private tuition is, yet it is an acknowledged fact, that apart from public instruction, it fails to produce a well developed mind and character. *The experience of men in all ages has been that the work of giving instruction can only be well done by those whose special business it is.* It is the only rational and effective plan, and we have an Institution of this kind. In University College, there is an Agricultural Professorship, and connected with it an Experimental Farm. As you are aware our worthy Secretary Mr. Buckland is Professor of Agriculture. He combines those qualities which are necessary for his position; he has not only scientific attainments of a high order, but he has been long a practical farmer. He teaches the History, Science and Practice of Agriculture. The Professors of Chemistry, Natural History, (including Botany and Entomology,) Geology and Mineralogy give special Lectures on those branches of Scientific Agriculture which belong to their respective departments. As an incentive to Students, the Senate of the University have erected *Five* Scholarships in Agriculture, of the value of £30 per annum each. Professor Buckland, in order as much as possible to suit the convenience of young farmers who cannot spare their whole time, has very considerably fixed the commencement of his course in November. It ends in March. Young men can thus be absent from home for instruction during that portion of the year when they can best spare the time. It is to be regretted that, comparatively few have availed themselves of the advantages thus offered. While the Agricultural Schools of Cirencester, Edinburgh and Templemoyle in Great Britain, of Grignon and Roville in France, of Hohenheim and Moeglin in Germany, of Hottebeck in Flanders, and Hofwyl in Switzerland have their crowds of eager students, our Canadian School of Agriculture is almost tenantless. This ought not so to be. Unless we rouse to action, we shall fall far behind in the race of Agricultural improvement. In a country where Agricultural societies are so much appreciated and so liberally supported, why is it that we pay so little attention to the acquisition of that kind of knowledge which is their mainspring, and which more than anything else will contribute to the improvement and wealth of Canada. Let us do our duty in this matter; the interests of the country demand it.

It is a gratifying and important fact to be able to state, in connection with this address, that, since December, 1853, the Department of Public Instruction has put into circulation (in connection with the public school libraries) no less than 6,000 volumes of works relating to the science and practice of agriculture, and that these books are much sought for and read. During the Governor-General's visit to the agricultural exhibition at Cobourg, the following address was presented to him by the authorities of Victoria College:—

To His Excellency Sir Edmund Walker Head, Bart., Governor General of British North America, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY:

We, the President and Faculty of the University of Victoria College, desire to present to your Excellency, on this your first visit to the town of Cobourg our most hearty welcome. We welcome your Excellency not only as the constitutional Representative of our beloved Sovereign whose name this University bears, and to whose Crown and person we feel it an honour and a duty to express our allegiance and regard, but also, as the Officers of a public seminary of learning, we welcome your Excellency as a distinguished son of one of the most distinguished Universities in the world.

The institution with which we have the honor to be connected was established by the Conference of the Wesleyan Methodist Church, at a period when a general feeling in favour of education did not prevail in Upper Canada. Very formidable obstacles have stood in the way of its prosperity, but chiefly such as result from the want of those liberal pecuniary resources so necessary for the healthy working of a public Institution of learning. But notwithstanding this a very large number of the youth of this Province have obtained here those educational acquirements which have qualified many of them for occupying

prominent positions in the ranks of the liberal and other professions in this country.

We beg to state to your Excellency that the education which is imparted here is not sectarian. This the charter of our University expressly forbids, while it fully concurs with the views of those by whom it was established, in enjoining that it shall be Christian.

The institution comprises a Grammar School as well as an University. The course of instruction in both is liberal, and the increasing number of youth, amounting now to two hundred annually, who resort here from all parts of the Province for mental culture, affords gratifying evidence that our efforts are generally appreciated.

An highly efficient Medical Department which is conducted in Toronto, was added to the University the last year. And while we are thus extending its operations and adapting its provisions to the wants of our rising country, we assure your Excellency that it is our steady aim to combine with the lessons of literature and science, those higher instructions which lead to the fear of God, and to all due allegiance to the beloved and rightful Sovereign of a people who shew, that they practically comprehend human rights and are determined, at whatever sacrifice, to uphold and extend human freedom.

Such being the character of the public Institution over which we are placed, we desire to express to your Excellency our confident hope, that in the administration of the affairs of this important Province all the friends of liberal education will find in your Excellency, a generous supporter of every institution whose object is to build up a free, an enlightened, and a Christian people.

We wish your Excellency and family, the choicest blessings of a gracious Providence, and pray that your Excellency may be so guided in the government of this portion of Her Majesty's Empire, that future generations may have cause to pronounce a blessing upon your Excellency's name.

REPLY:

Mr. President and Gentlemen of the University of Victoria College.

In a new country there is often great difficulty in organizing and maintaining those institutions which are destined to afford a complete training in the higher branches of education, whether literary or scientific.

I receive, therefore, with peculiar satisfaction, an address from one of the institutions employed in this important work.

The description which you have given me of your own system, the zeal and the principles of the Wesleyan body, as well as the reputation which you have already earned at Victoria College, assure me that you are efficiently contributing towards the future happiness and prosperity of Canada.

I pray that Providence may bless your effort to inculcate sound religion and useful learning: and I thank you heartily for the reception now afforded me.

MENTAL IMPROVEMENT FOR FARMERS.

From the Working Farmer.

But few persons ever reflect on the means by which they may improve their general ability for increased thought, while all agree that the human mind is susceptible of such improvement and by no class of citizens is this subject more neglected than by farmers.

The farmer, beyond all others, should have clear powers of observation, so as readily to observe and apply nature's laws. His vocation is the root of all prosperity, and until the farmers of a nation are progressed to the highest power of observation, the country cannot rise to the highest rank.

Let us examine this subject as applied to an individual case, and the means may possibly be ascertained of arriving at the desideratum.

The usual argument in favor of a thorough and conventional education, although admitted, is not practicable. Farmers cannot be mere scholars; the vigor consequent upon their mode of life is not of a kind to render them capable of becoming mathematicians, nor of availing of that part of the usual progress having a mathematical basis; but still we argue that no class of men are so capable, when properly directed, of availing of processes by which the more useful class of facts may be attained.

Lord Brougham has justly remarked, "That mathematical truths may be arrived at by thought alone; and he says 'any man may.' he does not say *will*, 'by the process of thought alone, arrive at the 'solution of any problem in mathematics,' by the same process of thought as that by which he knows that two and two make four. But, says the learned gentleman, 'no man can know by thought alone 'that a stone let fall from his hand would descend to the ground.' He knows this fact from *observation*, and not from *thought*; for if he had not seen the law of gravitation exercised in some way before, he could not by any thought of his own tell if the stone would fall, rise, or float at the level of his hand. He knows this fact by example, and not by thought. The means of such knowledge is not inherent in man.