

elements of agriculture in all schools, &c., aided by government, fourthly, the development of our special schools of agriculture, to each of which should be annexed a farm to be carried on as a really model-farm, and the net profit, or loss, of which should be published in detail every year; fifthly, an annual visit should be paid, by the superintendent himself, if possible, if not, by some one delegated by him, to each of the parishes of the county, and to all the societies and schools specially devoted to agriculture, that the most perfect watchfulness, and closest attention may be exercised over them all.

It is by means of this thorough system of inspection that direction, encouragement, and instruction, will be made easy to give: and blame too, if blame should be considered necessary.

Short works, written in a clear and precise manner, should be published, and distributed almost gratuitously. They should contain simple, but positive lessons on the way to farm with profit, couched in language easily "understood of the people." In these, every sensible farmer should find instructions to guide him surely in any improvements he may propose to make. Their limits need not exceed a hundred pages, and their circulation should be encouraged as much as possible.

And so with the *Journal of Agriculture*, by means of which the superintendent will be placed in direct communication with every one of the members of the agricultural societies. These should all receive the *Journal* as a prize, so to speak, from government, and thus, with the advantages to be derived from our proposed agricultural organisation, it may be hoped that, before long, every farmer, even the least intelligent, will become a member of his county society. The *Journal* will then be read, or, at least, received by all. Its task will be to develop the different subjects glanced at in the elementary treatise, and to give clear and definite answers to the questions asked by its readers, or farming, horticulture, arboriculture, entomology, and veterinary science. It is unnecessary to add that the superintendent should have the entire control of the *Journal*.

The superintendent, or his delegates, should visit yearly each of the agricultural societies, should examine the books and accounts, which ought to be compared with the annual reports, and familiar conversation should be held with the officers and directors. The greatest good will accrue to each individual parish from these conversations—far more than from official correspondence, which will generally be a mere sham, and a mockery. At these visits to the capital of each county, the superintendent will find no difficulty in observing, in each parish of the county, the different improvements that require their execution most rapidly, and the difficulties which remain to be overcome. He will meet the best farmers and give them lectures on agricultural subjects, which, if they are made as practical as they ought to be, will be productive of immense good to them. The *Journal*, too, will not fail to reap great benefit from these visits—they will add largely to its choice of subjects—and, truth to tell, these lectures, given to the farmers themselves, seem to me the complement of every useful organisation for the improvement of agriculture.

I shall not expatiate on the advantage of elementary teaching on agriculture in all the schools; that question is settled. The Honorable J. Ouimet, minister of education, has already received the support of the public in his persevering efforts in favour of this form of instruction in the public schools of the Province. Let us hope that agricultural teaching will soon become the rule in our primary schools, and that the colleges, commercial as well as classical, and all the convents in the country, will follow in the same steps. It is useful, it is even necessary, that the whole of our youth who

are at school should learn, at least, the elements of that art which furnishes the means of life to all, which promises to every family engaged in it the safest and most peaceful future, and which furnishes, for the entire nation, the only solid base of general prosperity. And, in the consideration of agricultural instruction in our convents, it must not be forgotten that the spread of education, in our province especially, is the work of the women. It is then to the future mothers of our race that the real meaning of the art of agriculture should be taught, what it should be, and what the Creator intended it to be, namely, the foundation of our social system. This is the more necessary, since a strange dislike to become the wives of farmers appears to reign among our country girls who have been educated in convents, a large proportion of them preferring to espouse artisans and even labourers, to marrying farmers. It will suffice to teach them the principles of horticulture, and the management of the dairy, of the poultry-yard, of the orchard, and of the bee-hives. Horticulture being the perfection of cultivation, a knowledge of it would embrace a more perfect comprehension of the groundwork of agriculture, and the other things follow as of course; for, wherever there is a garden, there may be a poultry-yard, an orchard, and a few hives of bees—they will be found useful everywhere; and a moderate practical acquaintance with these things, joined to intelligence and good will, must, in the wives and daughters of our agriculturists, tend to the general good, and the fructifying development of our cultivation.

Many useful endeavours, not without success, have been made, by the rural clergy in France, to afford to their female parishioners these advantages, and special establishments have been founded for the express purpose of educating women in the proper duties of farmers' wives. At their house at Beauvais, among others, the "Christian Brothers" have provided for the practical and scientific instruction of young men in the art of agriculture, and this school, which is said to be self-supporting, is acknowledged by all to be one of the best in Europe. Let us hope that, before long, we may see similar good works arise throughout our own country.

After fifteen years spent in groping in the dark, and in a constant struggle for mere existence, it may be said of our agricultural schools that they have begun, at last, to do real and good work. Still, in spite of great advantages offered, there are far fewer pupils than there ought to be. The young men, seeing that their presence is necessary to the very life of the college, are hard to please, and will not do what is required of them. In fact, if they did not receive free board, there is no doubt these establishments would be empty. A sad thing, indeed, but it only proves more clearly that it is the duty of Government to endeavour to create a real love for agriculture, and to make its elementary teaching popular, that a taste for the higher instruction in this art may be engendered in the pupils: their numbers will then increase and we shall have made at least one grand stride in the advancement of our object.

That agricultural education should be made general is, I am convinced, the one thing necessary for the improvement of our farming. It will be useless to work until we have made this instruction loved and sought after; and, until then, all the grants imaginable will be only so much pure waste; we must start from this point, and the keystone of the whole structure which I have been raising is the appointment of a superintendent.

How important, then, is the task undertaken by Mr. Ouimet, and how earnestly should we back him in his endeavours to effect the reforms he has inaugurated. One means of popularising the teaching of agriculture occurs to me here: the distribution of the best and most authoritative works on farming, as prizes, in our schools, colleges and