

head as one of the most powerful means in sustaining progress, and preventing the evil effects of the best systems and doctrines erroneously conceived. But I do not insist upon the necessity of knowledge in this case; the various European schools of agriculture prove sufficiently by their success the necessity of their institution.

I proceed now to point out how, according to my view, agricultural instruction should be organized throughout the Province, in order to obtain promptly the desired results, and, in the meantime, your own part in the system.

In the course of the month of July last, gentlemen, I had the honor of presenting you with a memoir in which I treated, summarily, of the subject which I have to-day undertaken. Well, you expressed approval of my work by your approbation, but you have not taken into consideration the different measures which I proposed, because since then it was impossible to realize your projects. But, at present, these circumstances are changed, and you can without foreign aid lay the foundation of the splendid edifice which you have in view; I believe, therefore, the present time very opportune for recalling to your recollection the passages in that memoir, which bear upon our present situation. "With reference to schools of agriculture, I would say, let us, instead of establishing at the start a vast plan of instruction, with normal schools to prepare teachers, and schools of the 2nd degree to train overseers (*chefs-d'exploitation*), with others of the third degree, to prepare laborers; neglect the normal schools, and those of the 3rd degree, and commence with such elements as are at hand, a mixed school, &c." Lower down, I added, "more late, when agricultural instruction, thus organized, shall have inspired the confidence necessary to its progress, you can enlarge your plan. The school which you will have organized, will, in virtue of its experience and knowledge, occupy the place of a parent institution, a normal one, and one capable of furnishing directors to the first and second classes of schools." To-day I persist in my first idea; you cannot organize effectively and at once a vast plan of agricultural instruction throughout the entire extent of the Province, but you can trace the plan, and by sustained and well combined efforts arrive, more late, at its execution.

To establish a school at present without any ulterior views, would certainly be attended with good effect, though limited. But such is not your object; the title of *Institution*, which you have given to your establishment, and the report which your Committee has made last year to the government, upon the means of ameliorating Canadian agriculture, prove to me that you have for a long time comprehended the necessity of a system of instruction, which, to be efficient, ought to be established upon an extensive basis.

Agricultural instruction, such as I understand it, and should wish to see established in your Pro-

vince, is, as above, of 1st, 2nd, and 3rd degrees. The school of the *third degree*, is no other than the elementary one already in existence, and which should have for aim to perfect the *trade*. The school of the second degree would be one attached to a Model Farm, where the young men might learn the *art* of agriculture; where practice was demonstrated by science. One of these schools might be established in each county, under the direction of the Society of Agriculture therein. Then your *Institute* would be a school of the *first degree*, or a normal school charged with forming men capable of directing the two others.

This organization must appear, I apprehend, of immense advantage, but I proceed to demonstrate its indispensableness in future, and, moreover, that it remains possible to put it in execution at a time not far distant.

OF THE SCHOOLS OF THE THIRD DEGREE, OR ELEMENTARY SCHOOLS.

Gentlemen, if you desire to ameliorate promptly and in a sensible manner, the agriculture of your country, you ought to act upon the masses, and seize in its infancy the generation which is created, to prepare it for the new order of things. Consequently, it is in the elementary schools that you ought to commence agricultural instruction.

It is not necessary to say, that we go too far in undertaking to descend with children to the very details of education. It will be sufficient to hang up in the schools, tablets containing the great principles of the science, of which the dryness of the subject may be agreeably concealed under such appearances as are most congenial to morality and religion.

It appears to me that it also would be very wise, and very easy to learn a child to read, say the son of an agriculturist, by means of an alphabet, of which the letters would be so disposed as to express the axioms of agriculture more rapidly than any historic or other facts which have no relation to that profession.

Could one not also inspire the child with a horror of every vice in serving the cause of agriculture? Yes, assuredly, say to him, for example, that idleness is parent to the generality of evils which afflict mankind, especially to the farmer, and that every *habitant*, who leaves his cattle exposed to the inclemencies of the weather during a severe winter, in order to avoid the trouble of providing for them, commits not only an act of culpable laziness, but also one of barbarity, for which he will be punished by the death of one or more of his poor animals, and by many other evils besides.

It is certain that this child, on returning to his father, would repeat or read to him his lesson, and perhaps thus contribute to modify this odious custom.

If the lesson will not be sufficient to correct the old stupid, be assured that at least it will produce upon the mind of the child a most pro-