

is to them of the highest importance. Nay, their whole course of study is rather calculated to wean them from, than attach them to agricultural pursuits, and just in proportion to their educational acquirements, are they considered unfit to engage in them. It is surely time that an effort was made to bring about a state of things more in accordance with the requirements of the country. A sound practical education is no less necessary to the success of the farmer than it is to that of the merchant or professional man, and until this truth is acknowledged and acted upon, we must despair of seeing the cultivation of the soil occupy that high position to which it is fairly entitled.

The European traveller in Canada, while he recognizes the fertility of the soil, does not fail to observe the almost total absence of that high state of cultivation which imparts to an English farm its more attractive aspect. In the latter country, the improved system of agriculture now pursued has rendered the cultivation of the soil so attractive and remunerating, that notwithstanding the exorbitant rents and taxes with which it is burdened, there is a keen competition for every vacant farm. In Canada it is otherwise. Many farms are at this moment unoccupied, while our cities are full of intelligent young men from the country, either in want of employment, or wasting their time behind a counter, scarcely earning sufficient to meet their present wants, and utterly hopeless as to the future.

We are not insensible to the difficulties with which our Canadian farmers have to contend. The high rate of wages, the distance from markets, the ravages of the fly, and many other circumstances combine to increase their risks and lessen their profits. But these things so far from arguing against the success of improved methods of agriculture, are the strongest arguments in their favour, and the clearest proof of their absolute necessity.

The means to be employed to accomplish the object we have in view will readily suggest themselves to reflecting minds. We require an intelligent treatise on agriculture as a text-book in our common schools, and the establishment of one or more agricultural colleges, where a practical as well as a theoretical knowledge of the most approved system of agriculture could be obtained on easy terms. On this subject the *Springfield Republican*, (U. S.) remarks in a recent article:—

"A few years ago, a newspaper exclusively agricultural, was considered a wonder. Now almost every public journal has a column or more devoted to this object. Academies and Colleges whose professed object is to teach the young those things which they will be called to practice when men, never thought they had anything to do with agriculture. Now farm schools and agricultural departments in institutions of learning are demanded and created. Westfield Academy has such a department, with a ten thousand dollar endowment, and an agricultural library containing almost every work in English published on this subject. We hope to see this old institution and its new edifice filled by the sons of farmers and others who desire thorough agricultural instruction."

And the *Buffalo Express* in recommending the establishment of an agricultural school in that city thus writes:

"A school connected with an experimental farm—and with the means perhaps for conducting the operations of other healthy scientific pursuits of practical life,—would not only be immensely beneficial as a much needed institution of practical education, but would be superior to all others in point of mere theoretical efficiency. The abstract studies of the school room would gain doubly in their result from the invigorating exercises with which they were alternated. The strength of muscle gained in the field, and elsewhere, would be transposed into new powers of mind. The health of body ensured by such exercise would reproduce itself in the mental faculties. And more than all, the practical application of theoretical knowledge, even limitedly, would tend to give a solidity, and substantial worth and meaning to all the acquirements of the scholar, which nothing else could effect. It would make his education real, sound, doubly profitable. It would serve to create a true sense of the life objects of study in the mind of the student. It would give that living and active realization of the purposes of education, without which the scholar is an automaton, and his education a mere mechanical process. It would also, besides its comprehensive influence upon the mind, work a great benefit to every distinct faculty. Applied facts take a strong hold upon the mind, and the application of truths and facts, taught in the school room, could not but invigorate the memory. Thought too must be induced by the demand for practical effort, and the forcible suggestions of practical results; and the great—almost sole secret of successful education, is the excitement of the mind to an active absorption and digestion

of the mental food bestowed upon it,—or to think for itself, and analyse and examine what is presented to it.

"But it is not necessary to discuss the benefits and advantages of a system of education which combines theory with practice, and study with rational exercise. It must be admitted by all, that an institution upon such a plan would be far superior to any school for mere abstract instruction, even without taking into account its value to those whose after calling in life would be directly referred to, in the practical training and instruction given. The only question which needs discussion, is, whether the suggestion which we have repeated cannot and ought not to be acted upon. Whether the city of Buffalo might not lay claim to a proud honour, by setting the example of founding such an institution upon the broad basis of municipal support, and making it the crowning glory of her common school system. Is it beyond her means, or are the advantages to accrue beneath her attention and effort? A few acres of land in some well chosen locality in the adjacent country, would cost but little more than the few feet necessary for a city school building. The edifice required for the purpose need not—until the institution has become an object of pride—be one of more than moderate pretension and cost; and the whole scheme might be so gradually developed—in proportion to the awakening of public interest and favour,—that it would be scarcely felt by the community, as a burden of expense. We can readily see how such an institution might be built up for our city, and become its chief boast and greatest blessing; and we can see that sensible men of wealth would recognize its substantial advantages, and prefer for many of their sons, such a solid education as it would furnish, rather than the classical cramming of a college, which makes more conceited fools than trained intellects, by half."

If such institutions are considered necessary in the neighbouring States, and even in those where the cultivation of the soil engages but a small part of the population, surely they are still more so in Canada, dependent as she is to so great an extent on the success of her agriculture.

It should never be forgotten in referring to this subject, that hitherto the rich products of our soil have been almost entirely the result of its natural fertility. Cultivation has done nothing toward improving the land, but on the contrary, has, to a large extent, destroyed its fertility. A continuance of this system is more to be feared than all the scourges to which our crops are liable, and we trust, for the interest of Canada, that a better system of agriculture will be speedily introduced.—*Canadian Merchant's Magazine*.

## Chronicle of the War.

The Italian war having come happily to an end, after having altered in a few weeks the map of Europe, we think it right to put on record a chronicle of the leading events, as matter of reference and general interest:—

### PRELIMINARY EVENTS.

- April 19, 1859.—First body of French troops leaves Toulon; Austrian ultimatum dispatched from Vienna to Turin.
- April 23.—It is received at Turin.
- April 26.—The limit fixed by the ultimatum (of three days) expires, Count Cavour declines the Austrian conditions; statement of the war question addressed to the Corps Legislatif by Count Walewski; French troops first cross Mont Cenis.
- April 27.—Revolution in Tuscany; the Grand Duke retires: address of Victor Emmanuel to his army.

### THE FIRST WEEK OF THE WAR.—THE AUSTRIANS ENTER SARDINIA.

- April 29.—The Austrian declaration of war posted in Vienna; the Austrians, under Count Gyulai, pass the Ticino; Marshal Canrobert and General Niel reach Turin and assume command of their respective corps d'armée; General McMahon arrives at Genoa; death of General Bouat; appeal of Victor Emmanuel to the Italian people.
- April 30.—The Austrians occupy Novara; the French ambassador quits Vienna; revolt of Massa and Carrara.
- May 1.—King Victor Emmanuel leaves Turin to take command of his army; the Austrians occupy Moriara; their steamers seize the Sardinian ports on Lake Maggiore; three Austrian vessels repulsed on the lake; the Duchess of Parma withdraws from the Duchy.