

several of the members expressed the hope that the Government would be prepared to do what was right in the matter.

The members of the Agricultural Committee then withdrew.

Moved by Mr. Starratt, seconded by Mr. Brown, and resolved, that the Secretary obtain from parties who have drawn bonuses on horses imported, full information as to arrangements for use of the respective animals for the ensuing season, and publish the same in the *Journal of Agriculture* for information of the public.

A communication was read from S. Cunard & Co., in reference to the facilities now provided by the Allan Line, for conveyance of cattle across the Atlantic. The cargo steamships of the line which sailed from Montreal, during the season of St. Lawrence navigation of 1882, took out 6,330 oxen and 5,887 sheep, which were all landed in good order and condition, with the exception of 4 oxen and 43 sheep,—the mortality being only one fourteenth of one per cent. on oxen and three-fourths of one per cent. on sheep.

After giving the necessary instructions to the Secretary for carrying out detail work of the Board, the Board adjourned.

AGRICULTURAL EDUCATION.

To the Editor of the *Journal of Agriculture*.

DEAR SIR,—Your January issue contains a very expressive article on the importance of Agricultural education. Farm knowledge in Nova Scotia is of a very decided character—and, sectionally, the husbandmen who follow the peculiar methods of dealing with the land, evince little inclination to swerve from the perpendicular normal. The writer, in illustrating the subject, has portrayed some solid truths, and, although there may be a negative side to some of his views, yet the friends of progress are not prepared to admit that he has exaggerated the importance of Agricultural Education. A knowledge of facts necessary to bring this essential calling—*farming*—to a successful outcome, or a method of verification, is not easily acquired, and practical experience is a slow teacher, and costly. Agriculture is one of our leading industries, historically dating from the early settlement of the country. The system of farming pursued is principally mixed husbandry, something of the old English practice, rotation, the soil determining the kind fully more than locality. The method of farming practiced by our grand-fathers is with slight variations continued to the present time. The same yesterday, to-day, and in all probability will continue until an effort is made to introduce a higher grade of culture. Agriculture throughout the civilized nations of Europe is in an active state of evolution.

In the great American Republic it is in a sort of forked-lightning migratory state. In Nova Scotia farming is followed to a greater extent than any other branch of industry. Yet, with all its agricultural energy, past and present, it has barely burst the chrysalis state. *It is on the wing.* These remarks are not sententious—they are not to imply that our Agricultural practice is radically bad—far from that. There are districts in Nova Scotia, and not a few, that can show as good practical farming, if it is old style, as any over the border. All agricultural countries have their portion of slovenly and thriftless farmers, and this province is no exception. Among the rural population are men whose practice is above reproach, and their farms models of neatness, experience teaching them that the improvement of the soil is the most fruitful source of the cheap production of the necessities of life. If we cast our eyes abroad, we cannot fail to observe that Agricultural Education is becoming the order of the day. Science and art are forcing labour into new grooves, and, if our farmers expect to keep abreast of the times, they must plume their pinions for a higher flight—leave uncertainty to history—and ‘go-for’ that sure and certain information that shall meet the expectations of progress, and lead to positive Science—especially that system of husbandry applicable to the farm and garden.

The geographical position of Nova Scotia is very different from that of other countries. From an early period in its history it has been famed for its commercial privileges. Outwardly, an extensive coast line presents great inducements to commercial enterprise. Inwardly, its unlimited natural resources invite labour and the mechanic arts.

The Agricultural area adapted to the several systems of husbandry—if not in excess—is quite on a par with countries of like extent. With such aids to progress, our industries, from the greatest to the least, should receive special attention. I am not a believer in the immediate approach of an Agricultural millenium, the lion and the lamb will not lay down together yet a while. But I am not alone in the belief, that, if the framers of our Educational Code had made provision for a *Provincial School of Agriculture*, the various systems of husbandry throughout the province would have been advanced to higher levels. Indeed, from the general intelligence of our people, the tact and talent which the tillers of the ground display in making the most of their experience, results could not have been other than satisfactory; the latent energies of the farmer would have been excited to action, and we should have been competent to deal with the principles which underlie the production of crops, and to afford examples for practice worthy

of imitation; furthermore, we would have escaped the reproach of using ideas not original, which, though promising success, are often unsuited to our climate, and foreign to the surrounding conditions of the cultivator.

There is a false impression current supported, I may add, by most of our Agricultural enthusiasts, that what is written and said in favour of Agriculture is for the especial benefit of the farmers; critically scanned, it will be found that much of this high falutin is little more than a species of railing at the ‘neglected’—as if farmers were to blame for their supposed *statu quo*, state of being. Turn to the negative side, and see if there are no other portions of the people, who are both directly and indirectly interested in Agricultural progress and educated Agricultural workers—for instance—the non-producers, i. e., professional gentlemen; persons with stated incomes; and the commercial and trading classes. Surely, they have some regard for their appetites, do not they desire cheap living, and goon at that. If the non-producing class expect the farmer to supply good bread and butter, then by all means afford him an opportunity to acquire sufficient knowledge of his business, to enable him to gratify the expectations of the *anxious ones*. If he is to be a benefactor to his country, and “make two blades of grass grow where only one grew before,” his country should afford him some instruction in the art of *selection—of seed sowing and seed growing—in crop multiplication and compound amplification of verification*. If that don’t start him into active operation, then rail at him. A little reflection will convince all candid persons that it is not the producers of the essentials of life that would be the sole-recipients of the benefits that would accrue from an institution disseminating practical Agricultural truths, or that farmers sons would be the only students to attend a course.

There are hundreds of active intelligent young men within the province, who are not sons of farmers, whose parents would be only too glad of the opportunity to patronize an institution, where their sons could receive instruction in the practice of husbandry and natural science. A three years course would fit them for any particular department of farming they may desire to fill. They would enter public life—with a loaf of bread under the arm—qualified to teach the art, the science, and the profit of good husbandry. Farmers are not to blame for their want of knowledge respecting the scientific principles of their pursuits. Our farmers have never had a chance to acquire that knowledge of Agricultural science which is so eminently and necessarily applicable to the art of human existence.