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## AGRICULTURAL SCHOOLS, COLLEGES AND SOCIETIES.

Resuming our extracts from Professor Buckland's address before the New York State Agricultural Society, a discussion of the above topics presents itself.

"The great question is, how, in the present state of society and its educational appliances, a knowledge of scientific and practical agriculture can be best obtained ?

It has often occurred to me that in this, as in most other matters, the best plan is to begin at the beginning, by imparting a knowledge to the pupils of common country schools of the foundation principles of good husbandry. The extent of the information that could thus be given would necessarily be restricted, but it need not on that account be otherwise than sound and practical. We have already several little text-books suited for such a purpose, and teachers without the expenditure of much time and money, might prepare themselves for the work, which would certainly tend to raise their professional status in the country, by increasing their respect and usefulness. The matter contained in *Johnston's Catechism of Agricultural Chemistry and Geology*, and *Stephens' Catechism of Practical Agriculture*, modified and adapted to American wants, would, if carefully gone through in a country school, impart a considerable amount of sound and useful instruction, and lay a firm foundation for whatever subsequent additions the pupils might acquire to erect thereon. It would be a pleasing and instructive object to have country schools provided with gardens for experimental and illustrative purposes. Such adjuncts would form valuable auxiliaries of teaching, and also tend to refine the taste and enlarge the minds of the pupils. A school house, instead of being, as is even yet too much the case in old and wealthy districts, bald and uninviting in appearance, if not positively repulsive, should be expressive and in harmony with its primary objects, both in its exterior and interior features, and a little ornamental planting and fencing would, as in the cases of churches and

other buildings, public and private, very much improve the landscape of the country and add a new charm to rural life.

Agricultural Colleges have, of late years, attracted no inconsiderable amount of attention, both in Europe and America, and a number of experiments have been made with very varying degrees of success. The immense grants of the public lands made a few years ago by the Federal Government for the establishment of agricultural colleges, and the prompt action taken by many of the State Legislatures to reduce the noble project to practice, redound to the honor and intelligence of this great nation. An old and distinguished member of this Society has immortalized his name, and done imperishable honor to his country by the princely munificence which founded the *Cornell University*, in this State; an institution which recognizes the true dignity of human labor, both of the mind and of the hands, and strives in a natural and beneficent manner to combine both in harmonious relation. Every true friend of his country and race must earnestly desire that this and similar institutions may realize the aspirations of their founders and promoters, and impart untold blessings to posterity.

It would be impracticable to lay down, in all cases, absolute rules for teaching agriculture, theoretical or practical, in public institutions, as much must depend on the varying circumstances of each country or State. If elementary instruction were generally given in primary schools on the leading principles of this art, a desire, no doubt, would be increased, in many instances, for more extensive and minute information, which the higher order or colleges only could impart. When it is found impracticable to establish and sustain a pure and independent agricultural college, the object might, to a great extent, be accomplished by incorporating an Agricultural Department with already existing educational institutions, possessing a staff of teachers in the various branches usually comprised in a University course of instruction. A farm of more or less extent for experimental and illustrative purposes would seem to be a necessary appendage, where the teaching of the class room