

three weekly, simple lessons in the elements of Agriculture, such books, as "Johnston's Catechism," or a dozen others I could name, might be used; but a great deal would depend upon the teacher. What is really wanted is, to accustom the young mind to hear new ideas without starting aside from them like a frightened horse. I know that the Hon. G. Ouimet, the Minister of Education, has already been most persevering in his efforts to assist this form of instruction in the public schools of the Province. And it is not only to the boys that this special teaching should be given; the girls—farmers' wives most of them must be—should share in it. They are the future mothers of the race, and, especially in the French country, the more or less they are taught, the more or less prejudiced will be the succeeding generation. If the boys learn what good ploughing means, the girls should learn what are the principles of horticulture, what the management of a dairy, a poultry yard, an apiary, and an orchard. The elements of chemistry and physiology may follow in the next grade of schools—model or academy—and these subjects should be taught in a simple way, but in a way that will be of real use to the future farmer, that is, more experimentally than on the black board. It would be of immense advantage to any farmer to be able to read with understanding the analysis of a manure, or an article on the digestive powers of any of the domestic animals. At present it would be "Ebrew Greek" to nine-tenths of them, even in the simplest forms.

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 for those who are engaged in the practical part of the higher agricultural teaching to hope to raise the standard of the Province, unless the ground-work laid and the instruction given in the earlier branches be loved and sought for: this must depend upon the manner in which it is given, too much black-board soon blunts the learner's appetite, conversation sharpens it.

An annual visit should be paid by the Director of Agriculture, or his delegates, to every school receiving Government aid, and the pupils should be examined by him that their progress may be ascertained, and the teacher encouraged or blamed according to his deserts.

We have at present three Agricultural Colleges, so called, which receive grants of money from the Government of the Province. What success they have met with, and how far they have fulfilled the objects for which they were established may be seen in their various reports made to the Council of Agriculture, and in the observations of the Council in the blue-books. Why have we not one large establishment, a Provincial School of Agriculture instead of three petty ones? Nobody knows the reason; but every one must see that it would be more easy of superintendence, more simple and less costly in management, and less liable to be abused as a means of providing for decrepit political partisans. The College at Guelph, Ont., is perfectly successful. There they can accommodate no more pupils; so we must for the future trust to our own efforts if we wish to afford the young men of the Province a sound and finished agricultural education.

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