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#### AGRICULTURAL INSTRUCTION.

This is a subject that is of great importance to the Canadian community of every profession. It is of importance to those who may always reside in the town, as well as to the farmer who always resides in the country; both are deeply interested in the abundant and excellent production of the land, and it would be the interest of all, that those employed in the cultivation of the land should be perfectly well instructed in the science and art of agriculture, so that they would obtain from the soil the largest possible production, at the lowest expense of capital and labor. We do not wish to be understood as stating that a large and profitable produce could be obtained at a small expense of labor and capital, we only say that labor and capital *judiciously and skillfully* employed will produce larger and more profitable returns, than the same amount of both would do if not skillfully and judiciously employed. Indeed in numerous instances the same amount of labor and capital now employed in agriculture would yield, perhaps, double the produce if employed more skillfully. There is therefore the most urgent necessity to provide suitable means of instruction for agriculturists. Agricultural Schools with Model Farms attached, and placed under good regulations and competent superintendence, would, we humbly conceive, be an excellent mode of instruction; also, the plan lately adopted in Ireland, of sending well qualified visitors to every part of the country to give lectures and instruction to the farmers in their own fields, to point out the defects in their system, and recommend the improvement that would be necessary to

adopt. Few farmers would reject good advice, when the defects in their management would be clearly demonstrated to them, and when they perceive that there could not be any unworthy design in giving advice but solely for their own advantage. Whatever may be said or thought to the contrary, we believe if proper means were adopted, the Canadian farmer would not be slow to introduce improvements that could be demonstrated to them to be such. There are many of the settlers who come to this country that are by no means very good farmers, and who require instruction as well as French Canadian farmers, though unquestionably there are some settlers who are excellent agriculturists, and the continued immigration of this class of settlers, is of infinite use to the country. It is no discredit to immigrants that they should not all be good farmers; many of them who settle on land here had, perhaps, very little previous knowledge of husbandry, and it could not be expected that they would understand the art of agriculture by mere instinct. Instruction is therefore required for other agriculturists as well as Canadian farmers, and any institutions that may be established should be open to all our population. There are many excellent farms in the country and under the best system of management, but these will not answer all the purposes of Model Farms, and there will ever be some objections raised to them as example farms. But even though there should not be this objection they would not answer for training of youth, nor could farmers be induced to intrude uninvited to these private establishments for information and instruction. So long as pattern farms remain