

nor is there an occupation which permits of a liberal education being turned to a more excellent practical account.

Happily, the remark that we had teachers of Oratory, Rhetoric, Music, Drawing but not Agriculture is not applicable at the present day, but the necessity of sound Agricultural education is becoming more apparent as progress in that direction is being made. In all civilized countries Agricultural Colleges, Institutes, Model-farms and lecture bureaux are established, and every man who proposes that his son should be a farmer ought to take advantage of them and see that his education is as complete as if he was going to be a Clergyman, a Doctor or a Lawyer.

The above applies to the young, but farmers who did not have the advantage of special training in their youth, may in many instances, improve their knowledge and general qualification by intercourse with persons better informed than themselves, and copying their good examples; by observing the experiments, and their results at the Model-farm, by watching the proceedings and assisting at the meetings of the farmers' clubs and agricultural societies. A farmer can learn, something to his advantage even from the failures of himself and his neighbours, and although he may possess a fair acquaintance with all the principles of the art; and can assign a scientific reason for his operations, will yet find his deficiency occasionally, and should never cease being a student.

It is not enough that a young person who wishes to learn farming should be a mere on-looker, he should spend a good deal of time on the farm and learn, in a practical manner, not only how the various operations are performed, but how to perform them, so that when necessity comes he can instruct others, and judge when work is properly done.

He must learn to obey so that he can command. He must labor so that he can know what is a fair days work.

He must take his part to know the economical principles of the division of labor.

Practical farming, without a correct knowledge of theory is like a ship sailing without a chart or compass, and theoretical farming is like trying to make her go without sails or rudder.

Schools.—The rudiments of agriculture are now taught in many of our common schools and this is as it should be for whether a child is intended for a city or a country life, a knowledge of the

simple principles upon which this most noble science is founded cannot fail to be useful, if it only leads the youthful mind to contemplate the beautiful, the goodness of the Great Creator, and the means by which His gifts can be turned to good account by man.

And it is not in the rural districts only, where it will be an advantage to the community to teach agriculture, for if we can imbue the minds of our city bred youths with the fact that farming is a science in which they can show proficiency as well as in any trade or profession, and that, properly conducted, it can be made profitable, we shall induce some to take it up as a means of making a respectable and honest living, and thus the congested state of the trade centres will, in some measure, be relieved.

Neither need agricultural instruction be confined to the male sex; it will do a girl no harm to acquire some knowledge of the subject, under any circumstances, and should she have the happiness to become the wife of a good farmer, she may be invaluable to him in the way of consultation and advice, and will be able to see if things are going right.

Two heads are better than one, even if they are sheep's heads; knowledge is power, unity is strength and the man is to be pitied who will not listen to the advice of a faithful, loving wife whose interests are identical with his own.

No time is lost in the study of agriculture and horticulture, either as regards our temporal welfare, or the advancement of the higher attainments of intellectual and spiritual truth.

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OBSTACLES TO AGRICULTURAL PROGRESS.

Ignorance. — Lack of intelligence on the part of such as cannot take a comprehensive view of first principles, and have not sufficient curiosity to make themselves acquainted with the best practices, and this thoroughly, remembering that "a little learning is a dangerous thing."

Scoffing at novel systems or processes instead of studying and adopting them as soon as their usefulness is confirmed.

Guessing. — A farmer should do nothing by guess. Does the physician guess the nature of his patients malady? Does the apothecary guess