

voked two years ago, in the Western States—nor of the deep growling, presaging the imminent storm, in which the English farmers are now indulging about tenant-right. The Dominion is happily exempt from any of these evils. The record of our farmers is one of progress—satisfactory progress, except, as above detailed, with respect to the anticipated status of their sons in the coming generation.

The cause of the danger that threatens the social condition of the farmer is apparent—he does not know enough. The way to remove the evil is equally clear—he must learn more. The coming farmer must be educated for his profession; and his education must commence, as does that of a boy intended for any other profession, as soon as it is decided that he is to become a farmer.

Farmers' sons that are intended for farming must be indoctrinated with the farm-learning early in their lives. Farming is a life-long study. In childhood, the boy should be receiving impressions, that will afterwards mature. The rudiments of Botany, Agricultural Chemistry, Animal Physiology, Geology, Entomology, should be instilled into him while the mind is still plastic. As his intellect matures, he should gradually extend his knowledge of the sciences of which the coming farmer must have some familiarity. He should learn, by actual experience, how each operation of the farm is performed, so that not only will he be able to do everything himself, if needed, but that he will know when he is getting a day's work for a day's pay from his hired help; and he will want to know what work will pay for its cost directly, what indirectly, and in what direction money spent is so much money thrown into the gutter.

Can all this knowledge be acquired at home on the farm? We say that it cannot, for the simple reason that the average farmer of the present day does not possess the learning that will be wanted by his sons, and therefore cannot impart it to them. It is clear that the science of farming must be taught at institutions specially devoted to the task—in other words, at Schools of Agriculture.

It being granted that technical education will be indispensable in the future, the question arises, How can it be furnished most economically and efficiently? We have the experience of other countries to guide us. In Germany, Great Britain, and the United States, this same problem is being worked out. But in not one of these three cases can an exact parallel be drawn with the Dominion. The German Colleges of Agriculture are intensely scientific, and, though the results arrived at by their thorough courses of experiments are invaluable to Germany and to the world, it is plain to us that similar institutions would not answer the wants of the Dominion. Neither would the type of the English College at Cirencester be adapted for our wants at present. In the first place, it is too expensive, and, secondly, the mass of Canadian farmers now, and must for years to come, perform actual manual labor. We want no institution that will unfit our farmers' sons, physically, for their future life. As our resources develop, the number of gentlemen-farmers will increase, and the number of farmers who have to work themselves will diminish. But we must not supply a race of gentleman-farmers before the country is ready for them.

The United States Agricultural Colleges, if the agricultural press of the country may be believed, are, nearly all of them, unutterable frauds, that are doing more mischief to farmers and farming than years will suffice to repair. The course of study at some of them inevitably unfits the student for farm life and disgusts him with farming. As a consequence, persons who have gone through the course and are now farmers, are about as plentiful as white black-birds. Instead of becoming farmers, the students become professional men, (inferior ones, beyond doubt,) and go into already-overcrowded trades requiring no special knowledge of anything. Clearly, the typical American Agricultural College can be profitably dispensed with on this side of the line.

What we want is a school where the sons of poor, as well as of rich parents, can learn as much of the several sciences pertaining to agriculture as the state of the art will allow—keeping always in advance, but not so far ahead as to be out of sight; where, with a groundwork of English literature and as much else as the student may happen to possess, he may go and attain sound practical knowledge of things that will be useful to him in after life; where he will see and learn to practise agriculture in its most advanced style; where a certain amount of physical labour is compulsory, and where poorer students have the option of doing more than their allowance, by way of contributing to their expenses. The school should embrace every department of farming and gardening, so that those who intend to be general farmers may get a practical knowledge of the art of agriculture in all its branches; and that those who intend to devote themselves to the Dairy, the breeding of fine stock, horticulture, or other speciality, may learn all there is to be known on the particular subject of which they take up the study.

The school should conduct experiments of a class that farmers,

single-handed cannot carry out—such as testing immediate and after effects of fertilizers, the most profitable rotation, the desirableness of new varieties, the amount of feed of every kind required to make a pound of meat, and a host of other things. Everything that is done should be recorded, and the results attained should be published from year to year for criticism by, and for the benefit of, the community. In this matter of experiments alone, a well-managed institution would be of immense benefit to the farming interests.

We have, in the Ontario School of Agriculture, the promise of an institution which, to a great extent, will fulfil all reasonable requirements. We say the *promise*, for the re-organization of that institution is of so recent a date that the elaborate programme laid down for its guidance by the Provincial Farm Commission may be said to be still on its trial. The history in other countries of these institutions shows that they require the watchful eye of the public to be constantly upon them, to prevent their drifting into asylums for theorists, and manufactories of everything but a race of farmers adapted for our Dominion.—*Canada Farmer*.

4. VISITS TO SCHOOLS IN NEW TOWNSHIPS.

From Inspector Mackintosh's graphic Report of an official visitation of Schools along the Colonization Roads in North Hastings, we make the following interesting extracts. They present a striking picture of some phases of "life in the back woods."

"I left Madoc on the morning of September 7th, 1874. I anticipated making the 'stopping place,' kept by the Reeve of Dunganon and Faraday, that evening, but the heat, and the long stretch of corduroys, hills and boulder strewn roads, so fatigued my horse that I was forced to put up for the night at a point forty-five miles north of Madoc.

"Next day at noon, found me at L'Amable, P.O., the guest of the hospitable Crown Lands Agent, J. R. Tait, Esq. The afternoon was spent in travelling, along the Valley of the York River, to Doyle's Corners (Maynooth, P.O.), nearly all the land seen was of a very poor description, but the scenery in many places, particularly at the 'Eagle's nest,' was magnificent.

"Doyle's Corners is situated, in a good agricultural district, at the intersection of the Hastings and Peterson Roads, 100 miles from Belleville. It consists of some half-dozen houses, three of which are taverns. To the north, on the Hastings Road, and about half a mile from the 'Corners,' is a large, but unfinished, Roman Catholic church. The building in which I spent the night was tavern, store and post-office—my bed-room being sleeping apartment, sitting room and post-office.

"My route next morning—September 9th—lay, to the eastward, along the Peterson Colonization Road. For some miles, I was able to drive at a fair rate, the road being free from stones. This soon came to an end. Then succeeded the most wretched highway it has ever been my misfortune to journey over. In my innocence I had thought that nothing worse than the Hastings Road could be found, but my acquaintance with the 'Peterson' has convinced me that, with roads as with some other matters less tangible, lower depths of wretchedness may always be discovered.

"At 2 p.m. I arrived at s.s. No. 5, Bangor. The remainder of the afternoon I spent in the School. In the evening I met, by appointment, with the Trustees and easily induced them to promise to erect, during the summer of 1875, a more commodious and comfortable school-house. In accordance with this arrangement they have secured, with the approbation of the ratepayers, a more eligible site and are now making preparations to build in the spring.

"A large proportion of the land here is good, and heavily wooded with hardwood. A post-office is kept by one of the School Trustees, the mail being brought weekly from Renfrew Co.

"On the morning of September 10th, I drove along the Peterson to Combermere, a hamlet on the Madawaska River, and 125 miles from Belleville. There, by the kind offices of a resident storekeeper, I was able to hire a lumberman and his canoe, the next twelve miles of my route being on water. Leaving my horse in charge of the tavernkeeper, we seated ourselves in our frail bark and, with its head pointing to the north, paddled up the Madawaska.

"For some three miles we made our way through the waters of this noble stream. At this distance from Combermere, the river suddenly expands into Lake Kaministiquia.

"Surrounded on all sides but one by shores which rise gradually from the level of the water until they become a lofty hill, whose sides are clothed with a dense forest of hardwood, it is one of the most beautiful lakes, it has been my good fortune to see. In connection with its surroundings, it presents to the spectator, the general appearance of a vast amphitheatre, the oval-shaped lake corresponding to the arena and the wood-clad shores to the gradus, the podium alone being wanting.