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We have endeavoured to persuade the friends of Canadian Agriculture how conducive it would be to its improvement and prosperity, to establish Agricultural Schools and Model Farms, under proper superintendence and management, throughout the country. We have done this from a conviction that no better plan can be adopted for the practical instruction of the rural population, and if there is a sincere desire to provide this instruction, we should not be deterred by the dread of the expense of such establishments. They would soon compensate the country generally for the first outlay. We have already submitted an outline of the plan of Model Farms—but we now copy from that excellent work, "Thaer's Practice of Agriculture," his ideas on the same subject, and they should have some weight, as he was a most successful manager of a Model Farm for many years. So far as we are capable of judging, this work of Thaer's is one of the most practical we have seen, and contains most useful information and instruction, and is well calculated to prove the advantages of "Book Farming."

"The cultivation of the land attached to a Model Farm, or other institution for teaching practical agriculture, ought to be a pattern for agricultural practice, but it is by no means necessary that it should be perfect. It is far better that this model should be advancing towards perfection, without having yet attained it, in order the better to show the difficulties by which it is surrounded. It is also necessary that this cultivation should be carried on in the usual manner, and that it should not possess or employ any extraordinary resources which might cause it to advance more rapidly than would otherwise be possible. It ought not to employ in the attempt at improvement any disproportionate or an unusually large capital, nor

any resources which would not be generally available. It ought neither to purchase manure from towns in the neighbourhood, nor to take too expensive means of improving the soil, such as an excessive use of the spade, the destruction of perennial crops, or anything of that kind; but the proceedings should be regulated by the strictest economy. Such an establishment ought to possess a complete collection of implements and machinery, and every arrangement necessary for the demonstration of the accessory sciences which would be taught in them. The conduct of the pupils, their intercourse with each other, and their proceedings in every respect, should be directed to the great end of the objects of the establishment; not by means of coercion, or by special rules, but by that interest and charm, which the subject itself necessarily inspires. It is in free and unrestrained conversation where the best interchange of ideas and opinions is effected, where these opinions undergo the profoundest investigation, and where they are best freed from the prejudices by which they may have been enveloped. These conversations ought to be encouraged, and rendered frequent by every possible means, for nothing would contribute more to the discovery and establishment of the truth than the opposition, not of personal feeling, but of legitimate reasoning, and which will naturally tend to a correct conclusion. As scientific education will not from its very nature admit of any external constraint, and can only be consistent with an unfettered spirit—and as it is also to be supposed that those who attend such an institution come to it of their own free will, and with the firm determination of acquiring in the most complete manner, a thorough knowledge of every thing that has relation to agriculture—constraint would be at once prejudicial and useless. On the other hand, those who come or are sent there with any other view should be removed so soon as it is perceived that they are not identifying themselves with the spirit of the institution. Nevertheless in such an establishment there must be certain, definite rules which must be strictly observed, if only to insure the general good, and for the liberty and comfort of every one. However great the advantage, and certainly these social com-