

But as the old adage says, 'while the grass is growing the horse is starving.' What are we to do in the mean time? Although the agricultural community are waking up to the necessity of some specific system of education being required for this class, it as yet has only been talked about; and many of us have sons, whom we are not only sufficiently able, but also most extremely anxious to furnish all in our power, to obtain the education required to enable them to fill their proper places in society, with credit to themselves and advantage to the interests of their class; but from the want of any proper institution for the peculiar wants of the farmer, there is great difficulty in combining such school education as can be obtained, with the habits of labor required to make a thorough practical farmer. The want of some peculiar system of education for farmers' sons is daily gaining ground from the sheer inefficiency of all our present educational institutions, to furnish that particular training which they require. Our present Colleges being imitations of the old institutions founded in England centuries ago, (and we are well aware that they have always followed rather than lead in the progress of civilization) makes them of course very unfit patterns for us;—they may do for young men intended for the learned professions; but even then, a great deal of time is taken up in learning things which can be of no practical use even to them; and to keep a boy attending to them till he is 21 years of age, most commonly unfits him for any of the practical duties of making a living for himself.—My opinion is, that a Farmers' College should unite with the useful parts of intellectual instruction, a proportion of the common physical operations of the Farm, part of the time occupied in school, the remainder in the field and garden, or workshop, and one-half of the time commonly spent in the athletic sports considered necessary for health, in our old Colleges, if spent in learning the manual operations of the farmer or mechanic, would be sufficient to make a practical workman; besides, boys would even from choice try their powers against each other at work & at play, if it was properly ordered, as it is simply the competition or rivalry which gives zest to the game: a game of hoeing, ploughing, mowing, or cradling, would be equally gratifying as cricket bowls, or marbles, if it was not extended to be wearisome enough to consider it work. But this is not what I want to come at. As all men must either work or starve, unless some one has done it for them already, or can be persuaded to do it now; habits and labor must be acquired; the mind and body must both be disciplined to it; and, although it may not be very palatable, it must nevertheless be submitted to; and it is an established principle in my mind, that unless habits of labor are acquired in youth, they never will be formed at all; and labor is labor, whether exerted in the mental or physical train.

But, as it is merely speculative to deal in principles and generalities, I must come to the point of submitting my own practical opinion of what an Agricultural College ought to be; and I would say this, that many of the theories submitted to the public on this subject, have fallen through from the cumbrous machinery required to make

them work; too much attention has been paid to wild speculations of what chemistry and other abstruse studies were going to perform, to the neglect of observing the more practical every day operations, and reasoning from the results of induction obtained in this way, and which in my opinion is not only the safest but the only way in which true knowledge is to be obtained. My idea of an Agricultural College would be something in this way, a farm of, say 200 acres, or land sufficient to carry out, on a respectable scale, something like the most approved system of farming extant; in connection with the necessary routine duty of useful mental instruction, the due training of the mental and physical or muscular powers being proportioned, and I am satisfied that if properly carried out, it would not only be much more complete, but also much more pleasing to the youthful mind, from the endless variety it would produce, the mind exercised part of the day, the body the remainder either in work or play, and when the intentions of our Creator are understood and properly carried out, education in all its parts, will be the most pleasing part of the duty both to the parent and child, which we are called to perform.

Mr. SUTHERLAND said, from the lucid and pertinent manner in which Mr. Wade has brought the subject of an Agricultural education for the rising generation before our notice in his able essay, with the sentiments of which I cordially concur, I have but little to add in the matter except it may be in the way of illustration.

We are often astonished at the successful results of experiments made by individuals in the various branches of husbandry, and which the many excellent agricultural periodicals of this and the mother country give us an opportunity of noticing. In reflecting on those experiments we are very apt to overlook their origin and attribute them to the deep read agricultural knowledge, whereas in most cases they are merely the solving of a theoretical problem, of which the experimenter knew nothing but what emanated from his own fertile brain, previous to its successful result. It is therefore of paramount importance that for the rising generation these experiments should be more concentrated in the hands of some corporate body. In the shape of agricultural seminaries combined with model or experimental farms, an unsuccessful experiment in this case would not be attended with the same individual loss. The physical and mental faculties of each would have an opportunity of being developed and both made more vigorous by judicious variation, and the youth thus taught to labor and study would be equally industrious, and as a matter of course more enterprising in his calling, than his less fortunate predecessor. In an inland country like this we have not the same access to guano and other manures not the immediate produce of the farm; but, I am satisfied that an agricultural education based on sound principles, will enable us to make what is within the reach of every farmer, viz., our stable and barn-yard manure much more productive than at present, for want of tanks and from various causes you are all well aware that our liquid manure, when every enlightened farmer knows is the most valuable