

women are endowed with more patience for this work of teaching young children than men). Well, be animated and talkative over the lesson, whatever it be, give praise when praise is due, and keep up the interest and attention of the young minds: but remember at the same time not to talk too much, for children soon grow weary of listening. It is an excellent plan to allow, or rather to encourage, the little folk to speak. I do not mean that they should be permitted to chatter on irrelevant subjects, but that they should talk on the subject of the lesson, for this not only increases their interest and fastens it on their memories, but it also teaches them to think and to form ideas. If you agree with me on that matter, you will also agree that it is a mistake, a grave mistake, to repel questions, and that it is a still graver one to laugh at the foolish and ignorant remarks made by little children. These small people are very sensitive to ridicule, and they will soon cease to ask for information if their questions are denominated as absurd or ignorant. I remember well how much I suffered in spirit from this ill-advised laughter, and how I often longed to ask questions, and thus gain information, but was deterred simply from the fear of being dubbed an ignoramus.—*From "Cassell's Family Magazine."*

2. DANGER OF NEGLECTING ENGLISH IN SCHOOLS.

In distributing prizes at an institution of learning not long since, the Lord Chief Justice of England made some remarks on the danger of neglecting the study of the English language in schools, which may be seasonable in Canada as well as in England. He said that in the zeal for various kinds of culture English composition was denied the prominent place it ought to occupy. "No one," said his Lordship, "bows with a more profound and reverent worship at the shrine of science than I do; no one values more highly than I do classical attainments. Nevertheless, allow me to say that I know of no study more valuable to an Englishman than the study of English. Nothing is more valuable than the power of English composition, English oratory and English elocution; and greatly as I value classical knowledge and the knowledge of foreign languages, I still say that the English language and English composition are of the first importance to Englishmen." A warning voice such as this is needed. Our educationists should give more thought to the subject.—*Montreal Gazette.*

IV.—Papers on the Education of Farmers.

1. THE EDUCATION OF FARMERS.

The importance of this subject none will dispute. Agriculture as the grand pursuit upon which depend all others cannot be too highly extolled, too much esteemed, too generally appreciated, or too generously patronized by the State. It is the grand source of national prosperity, as without a skilful and laborious cultivation of the soil, and the products that result from this cultivation, all other sources of wealth would be at an end. The importance of both general and specific knowledge to the farmer must be admitted by every man who gives sufficient thought to the subject; and considering how much of the comforts of the human family depend upon the manner in which this business is carried on, the complicated nature of the pursuit, and the wonderful diversity in the agencies at work, it is really surprising that the thought should ever have entered the heart of man, that a very inferior preliminary preparation, or no preparation at all, might very well answer for the farmer. Why, none of the active pursuits in life, whether honoured and dignified with the name of a profession or not, are more essentially scientific in their character than agriculture. A knowledge of the composition of the soil, the elements of fruitfulness with which this soil abounds or is deficient, the kind of crops that require for growth and maturity the very constituents that are present in greatest abundance, the peculiar fertilizer required to suit a peculiar kind of crop, and the rotation best adapted to the composition of the soil—are all to be arrived at only by a knowledge which is purely scientific, and some parts only by a skilful analysis practically applied. While all admit that a wonderful improvement has been made both in the theory and practice of agriculture in the last quarter of a century, in Canada as well as in many other countries, still even under the best systems much yet remains to be done and learned; or perhaps it would be more proper to say that the application of scientific knowledge to this branch of industry has but just begun. That our correspondent should see and regret the growing distaste for this noblest, most independent, and most favourable to morality of all pursuits, is but another proof of the false opinions that are entertained by the young men of Canada. They are, as a general thing, about half educated, and this leads them to place a false estimate upon the different pursuits in which they see the people engaged. Without

the experience and quickened intellect that would enable them to penetrate a little below the surface, discover how much of the glitter that dazzles their imagination is but tinsel, and estimate aright the difference between appearance and reality, they are constantly drawing comparisons between other occupations and their own, and striking the balance against themselves and the occupation to which they have been brought up. Were they only able to understand the struggle for life that is constantly going on in our Canadian cities and towns—could they realize the care, the anxiety, the constant worry, the shattered constitutions, the blighted hopes and ruined prospects so prevalent, where they see nothing but evidences of happiness and the smiles of fortune, they would learn to be content with the lot in life in which their fathers prospered before them. But we fully agree with our correspondent that the young farmers of Ontario ought to be one of the best educated classes in the community, as they are undoubtedly one of the most important to the progress and wealth of the country. Not only do they require a good general education, but the country will never be what we hope to see it until the young agriculturist receives a certain amount of early training, specially designed to prepare his mind for the pursuit for which he is destined. But our correspondent must admit that even on these points, Ontario has not fallen far behind her neighbours. Provision has been made, as far as legislation can accomplish such a work, for imparting to the young farmers of Ontario just such specific knowledge as he contends for. It was designed by our Legislature that the public schools of the country should impart, to the students of the senior classes, a rudimentary knowledge of botany and agricultural chemistry; and that, to the more aspiring and ambitious, a scientific and practical knowledge of their future profession should be given in our Agricultural College and Model Farm. All that is now necessary is to see that these agencies should be gradually improved and extended, and then a few short years will suffice to cure all the evils of which our correspondent now justly complains.—*London Free Press.*

2. SHOULD NOT THE FARMER BE EDUCATED?

Although it has been said that every farmer should not try to be a geologist, meteorologist, chemist, etc., or study medicine to be his own doctor, or law to make it unnecessary to employ a lawyer, or theology with the sole view of doing his own preaching, still there is little doubt that all general information, and the more exact the better, has a tendency, if well applied, to be useful to the farmer's best interest. Every cultivator desires to gather from the soil, at small expense, large crops, with as little injury as possible to the source of production. He cannot do this without being familiar with the general principles in the various departments of his profession, and understanding most thoroughly the art of agriculture. The man who grows crops well must understand the nature of soils, which include more research than would enable him to arrive at the conclusion that one is sandy and another clayey, etc. Then what should be the extent of the farmer's education? Who will answer the question? One person is found fault with for being "too scientific;" another, for not being enough so. Now, suppose everyone should cast away prejudices, and apply knowledge for its own sake, we might hope for progress in mental acquisition, national wealth and prosperity. If the farmer was not placed in such close relation with every department of science—in a word, with Nature's diversified works—it would not be so difficult to define what should be the extent of his education. Let us apply truths as fast as they are discovered, and not find fault with the man of science because he cannot supplant the Divine Architect. It would be impossible for any agriculturist, during his life, to study any one department bearing on his calling to its fullest extent; and, therefore, who will venture to advise when he shall cease to explore—or lament over the exhaustion of the realm of knowledge?—*Pen and Plough.*

3. MORE EDUCATION AMONG FARMERS.

It is a fact shown before the British Parliament that "while the rental of land in Ireland has doubled during the previous hundred years, and that of England tripled, the rental of Scotland had sextupled itself in the same time." This is attributed mainly to the vastly superior school system which Scotland has possessed, and the skill and enterprise it has fostered among the people. It is a fact that a truck-farmer, within a dozen miles of any of our large cities, will get a clear profit of two or three hundred dollars from an acre of land, while the average old-style farmer hardly gets that amount of profit from his hundred acres or more. Those facts are worth studying by the still large class who do not see the use of agricultural papers and teachings, etc., and think muscle is the main thing in successful farming. The truck-farmer studies his market, knows what is wanted, learns how to raise it, when and where to sell it, believes in manure, buys it, believes in knowing all about his bu-