popular; the great majority cared little to hear about a subject which seemed entirely of a theoretical nature, and far removed from the truly practical work of the farm. That condition of affairs has passed away, and the average farmer to day feels that a knowledge of science lies at the very foundation of success in the pursuit of agriculture. He has learned that science is simply systematized knowledge; that its principles are founded upon the facts which are daily discovered upon the farm; that our successful farmers to-day are those who have been scientific, close observers of facts and results from years of experience—men who have gathered together principles which underlie certain operations, and now apply them with success. In reality the farmer is one of the most scientific of men, and is surrounded by conditions especially fitted to develop observation, comparison, and method in work, and his success will be in proportion to the amount of scientific management he displays in reference to the care of his stock and the cultivation of his fields. The Farmers' Institutes have done a great work in awakening farmers to the necessity of a study of science as it bears upon their work. But we believe a greater future is in store for the people of rural districts, when their children shall have become acquainted with the teachings of science by giving some attention to its study while at the common school in their neighborhood. With a view to direct attention to how agricultural science might be taught in country schools this article has been written. Several writers have dwelt upon its importance, but few, if any, have outlined any method by which such important knowledge can be obtained. The course referred to here the writer has discussed on several occasions before Farmers' Institutes and Teachers' Associations. The former heartily endorse it, and the latter agree that it would be an excellent thing were it not that teachers are overburdened with work apparently necessary to give their schools rank in the eyes of the public.

We claim that the work can be accomplished, even crowded as the time table is, and at no additional expense, by the purchase of text-books. Our plan is that a series of talks be given on the subjects of geology, chemistry, agriculture, botany, and entomology during the last hour of Friday afternoon.

During the fall term the subject of geology might be taken up, emphasizing those parts that relate to the origin and formation of soil. Illustrate as far as possible by blackboard, chart, and specimen, and have the pupils commence a collection which would represent the geology of the section.

The winter term could be devoted to chemistry, dealing with the elements relating to the air, soil, plant, and animal, and if time permitted take up some topics connected with agriculture in general.

When spring appeared commence the study of botany and emphasize particularly the wild flowers and weeds of the section; at the same time have the pupils make a collection of plants and the seeds of the weeds. As soon as the summer term commenced, take up the study of entomology, giving special attention to such insects as are beneficial and injurious, and invariably have the pupils collect specimens to illustrate the subject and contribute to a collection that would represent the economic entomology of the section.

If such a course were followed in the rural sections of Ontario, who could estimate its influence upon the rising generation of farmers? Scientific facts, to-day a wonder to farmers who have never viewed their work from a scientific standpoint, would be as familiar as the most common operations in the field.

The great difficulty seems to be to secure teachers fitted for the work.