

has in many cases been the cause of more loss among stock than would have sufficed to drain the land ten times over. Nor is pulmonary disease the only result of unnecessary exposure and semi-starvation. It is but one of many forms of disease which owe their origin to the same causes, and which are only to be extirpated by a removal of the cause. Without, however, going into detail, we have said sufficient, we think, to induce people to give greater consideration to such matters; and, assuredly, if they do so they will not unfrequently find that the prevention of disease and consequent loss is quite within their own power. — *The Irish Farmers' Gazette*.

### Agriculture a study for our common schools.

That a knowledge of Agricultural Chemistry is important to the tiller of the soil, that he may prosecute his calling understandingly and with the highest success, is too plain to admit of argument, but whether it may be profitably and successfully taught in our common schools, and whether it should be a branch of study in them, is an inquiry that may startle some of the friends of these good old institutions who would look upon such a proposal as an innovation upon those time-honored studies of Reading, Spelling, Writing, Arithmetic, Grammar and Geography. As a general rule, we do not approve of the introduction of the higher branches into our district schools, believing that it would have a tendency to divert attention from those primary studies which appropriately belong to them. But when we consider that so large a population gain all their education in these schools, and that so many of the pupils become tillers of the soil, shall not a brief space be allotted for their instruction

in the principles of their future calling? The disinclination which is felt among the farmers to reading articles in our journals which relate to agricultural chemistry arises from their ignorance of its first principles. If they do not understand the terms and laws of the science, reasoning founded upon them will always appear loose and confused, and it is only by implanting them early in the mind with the other rudiments of knowledge, that they may become familiar as the alphabet, and may be ready for use when needed.

It is true that our teachers as a class are now preparing to instruct in this department, and unacquainted as they are with it they cannot bring forward those ready and common illustrations which not only assist the pupil, but secure his attention, and interest him in the study. Though teachers may not be required to pass an examination in this branch, yet let it be known that in winter schools, in our rural districts at least, it may be desired as a branch of study, and the supply will answer to the demand; teachers well qualified in other respects, will not hesitate to devote sufficient time to acquire a knowledge of this duty. The greater care of managing a school kept busy by some interesting study will fully compensate for all the extra trouble.

Happily we have not to wait for the preparation of a book adapted to the capacity of this class of scholars, and at the same time strictly correct and complete in its scientific detail. The "*Catechism of Agricultural Chemistry and Geology*," by the late Prof. Johnston, of Edinburgh, was dedicated to "the school-masters and teachers of Great Britain and Ireland," and has been extensively introduced into the schools of the United Kingdom. To the late Prof. Norton, of Yale College, we are indebted for an American edition, with an introduction prepared by him. The Super-