

Insect Life.—General structure, metamorphosis, and habits are studied in grasshoppers, squash bugs, beetles, flies, moths, and butterflies; the habits of other insects common on the farm are studied as they are found during field excursions.

These three divisions of the subject are not taught as separate and distinct topics, but an attempt is made to impress the student with the close relations existing between them, and the interdependence of each on the others. The work is conducted by observation and experiment in field and class-room, by written exercises, and by discussions.

A STUDENT'S SPEECH.

No better illustration of Mr. Goodrich's teaching or methods could be had than by quoting from a speech delivered by a Hampton student (aged about 19) at the Anniversary Exercises which I attended on April 23rd, 1902. This speech, I may say, was delivered without reference to a note, and given in a clear tone and with faultless enunciation before two thousand people. The speaker, the subject matter, and the style were all suggestive of the "Hampton idea." I quote extracts only:—

"Since the masses of my people are engaged in farming of some kind it is of great importance that we understand how to farm intelligently and successfully.

"The average farmer finds it difficult to earn the plainest living, and in most cases it is because he does not understand the conditions his crops need to develop into large, strong plants which will yield much fruit. Farming that brings with the year's end no recompense for toil but rather continued poverty will drive the farmer to any place that appears to offer better things; and as the city seems to be his refuge, it is not to be wondered at that we see farms deserted and cities crowded. The farmers say that the district school does not fit his children for usefulness on his farm, but rather takes them from it, and usually about the time they are large enough to help make the farm pay. So the question comes: Can the training in the public schools be made more useful to the farmer and his children?

"Mr. Goodrich says: 'Give to the farmer's children *practical* nature study and gardening, teaching through these subjects lessons which will be valuable on the farm.' I shall attempt to illustrate some of the ways by which Hampton is trying to bring this about. In the spring of the year, about the time for planting, this question should come to the farmer: What are the conditions necessary for the germination of my seeds? At the Whittier, our training school, the children who receive nature study and gardening, answer the question by following these directions: