

the rural teacher already labors under in his endeavors to teach all the subjects of the curriculum to the various classes of his ungraded school. I would not have this difficulty increased one iota. But some subjects already receive more attention than they deserve. It is not that too much is *done*, but that too much is *attempted*. The teacher is led, perhaps by his very conscientiousness, to feel with regard to every subject in which he has a class that he must teach everything in the text-book prescribed for that subject. This is absurd. The text-books are made for the varying exigencies that may arise in instructing a half-million of pupils, and therefore must necessarily contain far more than the average pupil can well master or the average teacher find time to teach. Therefore the teachers as a body must see to it, if they are required to put another subject on their programme, that they shall be permitted to find time for it by giving somewhat less time to other subjects. In order to accomplish this they must further see that the examinations which their pupils are required to pass are such as shall not require of them teaching that is too minute or too extensive for the time which they have to spare. And the limitations I have proposed for other subjects I would propose for this of Agriculture also. If it is to be a subject of examination, as I trust it may, only a small portion of the prescribed course should during any one term be set down as obligatory; and this portion should be circumscribed enough to comply with the exigencies of the most crowded schools. The main thing is to get the subject taught at all; to get the current of rural public opinion directed that way; to get the farming community interested in the scientific aspects of their business; to get the youth of that community alive to the fact that progress and improvement are possible; that the world is not all hedged in by their father's stake-and-rider fence; that by observation, comparison, and the looking at things in the light of the experience of others, there is always an abundance for them to learn which by diligence and good heed they can turn to their own lasting account. If this is done it matters not so much if the whole of any prescribed course be not followed out to its entirety, or that the whole of any authorized text-book be not mastered at once. The bright boy, when once his appetite is whetted by a taste of that which is good not only for his mental and moral