

in error in supposing that this is now being done in agricultural colleges for in 1898-1899 only 4,181 students in all the agricultural colleges of the United States were studying agriculture. Many educators, he says, who are friends of nature teaching, oppose instruction in agriculture, claiming that the teaching of "practical things" bores the pupils and defeats the object of nature teaching. Mr. Goodrich prefers rather to emphasize the practical side of nature study



Experimenting with Plants and Soils.

— the side too often neglected — and to show how agricultural lessons of great value may be taught in a simple way.

An aggregate of five months during fall and spring are devoted to introducing the pupils at Hampton to Plant life, Soils, and Insect Life. The following is a brief detail of the topics studied:—

*Plant Life.*—Principal parts of plant and the use of these parts to man; how these parts grow and what they do for the plant; conditions necessary for each part to make its best growth and to do its best work for the plant and for man; how to bring about these conditions on the farm.



Effect of Organic Matter on Plant Growth.

plant food in the soil; how to bring about conditions which favor plant growth.

*Soils.*—Relation of soil to plants; sand, clay, humus; how soils are made; work of sun, water, ice, air, plants, and earthworms in making soils; soil conditions which affect plant growth; relation of soil to water, heat and air; and maintain soil