

And the *Buffalo Express* in recommending the establishment of an agricultural School in that city thus writes :

“A school connected with an experimental farm—and with the means perhaps for conducting the operations of other healthy scientific pursuits of practical life,— would not only be immensely beneficial as a much needed institution of practical education, but would be superior to all others in point of mere theoretical efficiency. The abstract studies of the school room would gain doubly in their result from the invigorating exercises with which they were alternated. The strength of muscle gained in the field, and elsewhere, would be transposed into new powers of mind. The health of body ensured by such exercise would reproduce itself in the mental faculties. And more than all, the practical application of theoretical knowledge, even limitedly, would tend to give a solidity, and substantial worth and meaning to all the acquirements of the scholar, which nothing else could effect. It would make his education real, sound, doubly profitable. It would serve to create a true sense of the life objects of study in the mind of the student. It would give that living and active realization of the purposes of education, without which the scholar is an automaton, and his education a mere mechanical process. It would also, besides its comprehensive influence upon the mind, work a great benefit to every distinct faculty. Applied facts take a strong hold upon the mind, and the application of truths and facts, taught in the school room, could not but invigorate the memory. Thought too must be induced by the demand for practical effort, and the forcible suggestions of practical results; and the great—almost sole secret of successful education, is the excitement of the mind to an active absorption and digestion of the mental food bestowed upon it,—or to think for itself, and analyze and examine what is presented to it.

But it is not necessary to discuss the benefits and advantages of a system of education which combines theory with practice, and study with rational exercise. It must be admitted by all, that an institution upon such a plan would be far superior to any school for mere abstract instruction, even without taking into account its value to those whose after callings in life would be directly referred to, in the practical training and instruction given. The only question which needs discussion, is, whether the suggestion which we have repeated cannot and ought not to be acted upon. Whether the city of Buffalo might not lay claim to a proud honour, by setting the example of founding such an institution upon the broad basis of municipal support, and making it the crowning glory of her common school system. Is it beyond her means, or are the advantages to accrue beneath her attention and effort? A few acres of land in some well chosen locality in the adjacent country, would cost but little more than the few feet necessary for a city school building. The edifice required for the purpose need not—until the institution has become an object of pride—be one of more than moderate pretension and cost; and the whole scheme might be so gradually developed—in proportion to the awakening of public interest and favour,—that it would be scarcely felt by the community, as a burden of expense. We can readily see how such an institution might be built up for our city, and become its