

has been created like all other instincts and should be counterbalanced and corrected by education. We have many other drifts of like nature, such as the migratory instinct which antagonizes home-building." To the former's statement that increase of knowledge but adds fuel to the flame, Mr. Powell replies: "We shall both insist on showing the boy a world *at home* full of interest, of beauty, of thought, of study, of doing."

Thus there are two sides to agricultural education. In addition to imparting knowledge or teaching the student how to observe and how to think there should be a cultivation of the feeling, the sentiment. Who can tell what results unforeseen might flow from attending to a few improvements in the surroundings. Let the trustees put a neat fence about the little school yard, hang a simple but attractive gate, drain the play-ground, level it, sod or sow to grass, erect out-buildings at least suggestive of humanity, brighten up the interior of the school room with fresh paint. Then let them provide the schools with a few dollars to procure some neat charts and pictures dealing with rural life. In one corner have a cupboard to be filled with books and reports upon agriculture; fit up a couple of glass museum cases. Now let the teachers encourage the pupils in the setting out of native shrubs and trees about the grounds and the growing of a few plants inside and outside. Let the teachers and pupils make a collection of the weeds, the wild flowers, the grasses, the grains, the soils and rocks, and the insects injurious and non-injurious of the section, and arrange them in the cases. If possible, let them secure a few large views of the best farms and farm buildings and farm stock, and the Agricultural College, and hang them upon the walls. Thus one addition would suggest another and the dull, dreary, repulsive surroundings of many rural public schools might be changed to bright, cheery attractions that would bind together inseparably the two conceptions—rural life and pleasure. It may be that the condition of the rural school has been the repelling force to send many a boy to the town and city, and may we not expect that the improvement of surroundings would have some effect in binding the young men to the life and work of the country?

Apart from the teaching of agriculture as a separate subject there are subjects now included in the curriculum of our public schools that can be given a turn toward or an application to agriculture, and the subject thereby be indirectly introduced.

READING —In 1888 a commission was appointed in France to consider the working of their new system, and to suggest methods whereby the teaching of agriculture in French schools might be further developed. One of the most important suggestions that they made was that the literature placed in the hands of the pupils for reading and study should apply more than it had in the past to the country, the