

applied words ; we are commanded to teach the locality of every place of any importance, and many places of no importance, all over the world ; the solution of algebraic and arithmetical problems is understood to be one of our chief objects, but the idea of saying one word about the natural objects on all sides of us, seems never to have entered the minds of "our masters."

Ontario is now, and must always remain, above all things an agricultural country, and what strikes me most forcibly as the great educational problem for us to solve is just how best to utilize our schools for the purpose of familiarizing the young with all that appertains to the farm. Of course, agriculture is not natural science, but it is so nearly akin that its teaching necessarily involves much of botany, much of entomology, a good deal of zoology, and something of geology ; besides a fair knowledge of chemistry. So far, then, as the purpose in view is concerned, it is quite immaterial by what name we call the study ; the object will be attained whether we designate it agriculture, and give our pupils the "reason why" as just indicated, or, natural science, keeping in mind its practical application on the farm.

Since this paper was begun, my eye caught a short paragraph in the educational column of the *Globe* for Wednesday, the 16th ult., in these words : "The French Government has ordered that a course of teaching in agriculture be introduced into every primary school in the country." Here is wisdom. One might have supposed that France, occupying the high position she does, as one of the first manufacturing and mercantile nations in the world, would rather have directed the energies of her teachers in some other direction. But, no ; recognizing the claims of natural science, and fully appreciating the value of the services it has already rendered, not within her own boundaries alone, but conterminous with those of civilization itself, her legislators determine that the youth of the land shall be so taught as to give them an intelligent grasp of such knowledge as will tend to foster an affection for the pursuit of agriculture, and increase the productiveness of the soil.

Now, that the Grangers have fleshed their swords successfully, although not to the death, as was their desire, in their attack upon the Provincial Parliament to secure shorter school vacations, they might not deem it beneath their dignity once more to make an onslaught for the purpose of compelling somebody to do something in the way of teaching the "young (agricultural) idea how to shoot." That they will not take any action in this direction will appear evident from the consideration of the one and great reason, that by so doing they would confine themselves too purely to minding their own business.

It has been attempted to show in this paper, then, if a few moments may be allowed to summarize : That the over-education cry is true, only in the sense that what is taught has too much of a commercial and