

advantage of the innumerable hints which Dame Nature gives to the people who live in direct contact with things.'

"And this leads me to the general principle which, I think, applies to all technical training of all school boys and school girls: and that is, that they should be led from the observation of the commonest facts to general scientific truths. If I were called upon to frame a course of elementary instruction, preparatory to agriculture, I am not sure that I would attempt chemistry, or botany, or physiology, or geology, as such. It is a method fraught with the danger of spending too much time and attention on abstractions and theories; on words and notions, instead of things. The history of a bean, of a grain of wheat, of a turnip, of a sheep, of a pig, or of a cow, properly treated, would give all the elementary science which is needed for the comprehension of the processes of agriculture, in a form easily assimilated by the youthful mind, which loathes anything in the shape of long words and abstract notions, — and small blame to it.

"Every rain that falls; every tiny stream by the roadside; the shooting of the green blade, in the spring; the nodding butter-cups; the golden-rod; the ball bull thistle; the early-dropping apple, with its worm-hole; the ball of black-knot upon the cherry; the jumping grasshopper; and the hundreds of Nature's children, should attract the attention of children, out of doors, and arouse in them a love that is not born of ignorance, but of true knowledge. Nature, in the country, in the village, in the town, and even in the city, lies before our children as a great, unnoticed, unmeaning book. Our children, by their natural sympathy with Nature, and by great God-given faculties, appeal, through us, to the great Creator of Nature. 'Open, Thou, mine eyes, that I may behold wondrous things out of Thy Law.'

"Instruction in agriculture, in our schools, may be very limited; but if nothing more be done than to start our rural pupils thinking; to give them an impetus, or a turn in the right direction; to develop in them a taste for agricultural study and investigation; to arouse in them a desire to know more, and to read more, about agricultural affairs; and, especially, to increase in them a respect for their work, and a pride in their calling; then, the most important end of their education will have been attained.

"What benefits may we expect to result from this work?

"(1.) Our pupils will be learning in school, in simple principles, of their work at home; their school work and home work going hand in hand — the science of school, with the practice of home — they will make more rapid progress in both; their educational development will be more certain.

"(2.) Their pleasure in home work will be quickened; the dreariness of dull, farm labor will disappear; farm work will assume a new aspect."

I have made these very lengthy and numerous quotations from Mr. James' paper, because, when I read it, I was impressed with its excellence, and I think it cannot be too widely read. He is an authority, and a good one, on this most important subject.

Professor Robertson is a man well known, not only in Canada, but in America, and in Europe, as well. His services to Canada, and to this particular province of Canada, cannot well be over-estimated. When he speaks, he speaks