

considered. How often does the farmer or mechanic, regardless of the expense, throw aside a partly worn implement to purchase a new one which he thinks will do better work? and is *better work* in the education of our children matter of less moment?

Your rather trite reference to the ignorance in common things often shown by college graduates can, I think, hardly be regarded as being especially apposite to our schools; unless it can be shown that Quebec graduates are more faulty in that regard than others. It is well for complainers to bear in mind that it is much easier and cheaper to pull down a poor, or a fairly good structure, than it is to replace it by a better one. I leave the position of the Academies for others to discuss, offering only this suggestion, that if parents will persist in crowding their children, who ought to be in the elementary schools, into the classes of the Model schools and Academies, they must not be surprised if they find them overworked. My object has been to show the true position of our elementary schools, and that the complaints as to books and studies in these schools are largely imaginary. It is not, perhaps, undue vanity for me to claim that I am in a position to know that under the present system there has been decided advancement "along the whole line." If "reforms" in minor details are needed let us have them, but let us not condemn wholesale without examination.

Will you allow me a word in closing, upon another point. Many who declaim strongly against the multiplicity of studies in the schools have some additional pet object which they claim should be introduced. Judge Lynch's subject is agriculture; and he expresses regret that the teachers had refused to admit it as a school study. Now, I may be thought heterodox, but from my experience as a farmer for more than 20 years of my life, and as a teacher having it occasionally thrust upon me as a study, as well as upon general principles, I regard the idea of teaching agriculture, at least in the common schools, as nonsense. As well may we try to teach painting or any other art by a mere abstract study or theory. The fundamental principle of all education, "*We learn to do by doing*," applies emphatically to agriculture and all like subjects. I would by no means discard theory or science in farming, but let it be acquired in connection with practice, and do not attempt to cram it as abstract study, into the minds of children.

H. HUBBARD.

Nov. 9th, 1891.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—Mr. Walton has written to the *Montreal Witness*, a communication which perhaps you will hardly dare re-publish, seeing it refers to those all-powerful combinations that seek to rule the affairs of the Teachers' Association. He may perhaps find further food for comment in the appointment of the sub-committees, where Mr. Hewton's name occurs at the end of every committee. Perhaps the