

This looks very much like that rare article in educational and other affairs — common sense. Would it not be better for the majority of the pupils to devote their time to this science, which would be of future use, than to some of the subjects — such as Latin — over which they now waste so much time to no purpose? Certainly, this study would tend to develop their thinking — their mental power — more than the effort to acquire a useless and superficial smattering of a dead language can possibly do.

But let Mr. James go on: —

“What should pupils learn in a public school?”

“**** They should be stimulated to a love of order and neatness and pleasant surroundings. This should be acquired from the arrangement and condition of the school building and the school grounds.”

How nice it would be if this were made the rule in the “Garden of the Gulf!”

**** It is quite possible, that, in time, something may be done for our rural schools, as has been done in France, Germany, and other European countries, in the way of adding small gardens and plots, wherein some of the lessons of the school-room may be applied, and where illustrations may be found in the growing trees and shrubs, and the development of the seeds sown by the hands of the pupils themselves.

“The science of agriculture is eminently adapted for school instruction, and a student of natural science could not lay a better foundation for his future work than by first mastering the general principles of the various sciences, which, together, form what we call the science of agriculture.

“**** And so we might sum up, by saying that A STUDY OF THE SCIENCE OF AGRICULTURE IMPLIES A BEGINNING IN ALL THE NATURAL SCIENCES THAT ARE AFTERWARDS, FOUND IN OUR HIGH SCHOOLS AND COLLEGES. The study of the science of agriculture is, to a large extent, a course in ‘natural study;’ and, since the illustrations are taken from plants, soils, insects and animals, with which all boys and girls are more or less familiar, the subject may be made to appeal to the every-day observation of the pupils.

**** What I am trying to lay before you, as my idea of how agriculture might, and should, be taught in our schools, has been more clearly and forcibly put by that MASTER-TEACHER, HUXLEY, who, in addressing a farmer’s club, in England, on the subject, spoke as follows:—

“There are some general principles which apply to all technical training. The first of these is, I think, that practice is to be learned only by practice. The farmer must be made by thorough farm work. I think I might be able to give you a fair account of a bean plant, and of the manner and condition of its growth; but if I were to try to grow a crop of beans, your club would probably laugh heartily at the result. Nevertheless, I believe that practical people would be all the better for the scientific knowledge which does not enable me to grow beans. It would keep you from attempting hopeless experiments, and would enable you to take