

my ideal of an agricultural college than any other institution I have yet seen. It teaches the young men and young women of Ireland—those who expect to live on farms—just what they most need to know. The expense is slight, the benefits great, and yet the number of students is small. Agricultural education is no more popular in Ireland than it is in the United States.”

Our success in Ontario has been more marked. The Agricultural College at Guelph teaches nothing but agriculture and the subjects connected with agriculture, and this year it is filled to its utmost capacity; provision has been further made for an additional short course in dairying during 1892 and the applications are greatly in excess of the accommodation. But although we have surpassed many other countries in this work 110 or 150 students in agriculture are too few to come annually from the 70,000 youths, 15 to 21 years, who are living in the rural parts. Agricultural instruction in public schools might very materially increase the number of those who are desirous of thorough agricultural instruction.

III. HOW CAN AGRICULTURE BE TAUGHT IN THE PUBLIC SCHOOLS?

Upon this question hangs the whole difficulty. All are now agreed, I believe, that agriculture should be taught if it can, and many who have studied the subject are quite satisfied that it can be taught in some form; but when we come to the discussion of the point as to how it is to be taught much difficulty arises from the variety and conflict of opinions.

There are a few general statements that I would make in introduction to this part:

1. All, or nearly all, depends upon the teacher. To one interested in the progress of agriculture, informed upon the principles of the sciences involved, acquainted with rational methods of teaching, and fully determined to impart agricultural instruction, the entire difficulty is easily settled. But in the case of teachers who have been brought up in cities and towns, who are unacquainted with agricultural work, who have no bias towards agriculture, and who may be merely making the teaching a convenience for a couple of years whereby to earn a little money, the difficulty may be well nigh insurmountable, and there is absolute necessity that some training and direction be given before the work is undertaken; otherwise it were better to leave it alone entirely.

2. Trustees desiring agriculture to be taught in their schools must insist upon its being taught, and must be willing to assist in providing whatever means may be necessary. It may even be found advisable to grant a bonus to teachers who are competent to give instructions in this branch, especially if they have to incur increased