

Some claim the course too extended for most teachers, but it must be remembered the information required is only that which is most attractive and instructive, and consequently does not require a very exhaustive knowledge of any. We think, too, if a teacher could teach any three of the above it would be satisfactory—certainly far in advance of to-day, when none are discussed. Teachers desirous to pursue this work could readily secure books that would serve their purpose admirably.

The writer would not have pupils get text-books, but to depend entirely upon the instruction of the teacher and their own observations in the great book of nature. Then, too, we have no doubt that if a want arose teachers could have the benefit of attendance at summer schools, at which such subjects would be discussed by efficient men. We are confident that if the above method could be carried out, a great step would be made towards the uplifting of the occupation of farmers, that it would be more attractive to the young and more productive to the old.

It would result in developing observation in young minds, something that is aided very little in our system of education among rural schools. No faculty in the young mind is so ready for development as observation, and yet how little is done to assist it. Nature furnishes material on every side in the country, and surely we should take advantage of it and early train our young to be close observers. Such a course of instruction would develop an interest in the study of science as it is illustrated upon the farm. The air, the soil, the plant, and the animal would become sources of information full of all that is interesting, instructive and profitable.

Pupils trained in this way would become intelligent readers of useful scientific articles now of little value to many farmers who are ignorant of the simple principles a knowledge of

which is necessary to their proper understanding. We have no doubt that the study of such subjects would increase the attractiveness of farm life and serve to keep many a boy upon the farm who, with such surroundings as we find to day, seeks the shadowy allurements of a home among overcrowded centers in town and city.

Then, too, each rural school would become a museum of the geology, botany, and entomology of the neighborhood, and at an early age the pupils would be quite familiar with objects which to day are unknown to them, though they are found constantly about them. We hope the day is not far distant when the teachings of nature will be better known in country sections, and that the boys and girls of our farming districts will see more in farm life than what some bemoan as drudgery; that they will see in it that which tends to health, peace, independence, and an ideal home; and that while they eagerly learn *how* a thing should be done, they will also know the reason *why*, so that practice and science, the handmaids of agriculture, will be more closely associated than in the past.—From the Farmer's Advocate, London, Ont.

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