

There is here an unlimited field for instilling information and inspiring a taste for agriculture in rural pupils dependent upon the ability of the teacher, the taste for such work, and the resources at hand for obtaining such information.

COMPOSITION.—The history of agriculture in the past century, and the varied work of the present agricultural life, suggest a great variety of subjects that might be given in this department of school work. Let the teacher assign subjects to the pupils, giving the pupil a chance to show his or her preference in the choice. Let the pupils take the subjects home and gather information by enquiry and research. If only the spirit of curiosity and investigation can be aroused good results must follow. Out of a hundred and one subjects let us suggest a few :

1. The first settlement of this Township.
2. How are roads constructed ?
3. What is the system of road management and repair ?
4. The advantages of draining.
5. Why is corn planted in drills rather than broadcast ?
6. The use and value of ashes as a fertilizer.
7. Why is clover sometimes plowed under ?
8. The relation of bees to fruit.
9. The best method of destroying the codling-moth.
10. The principal birds of the district which should be protected.

AGRICULTURE.—Could not something further be done by way of simple interesting talks to the pupils on various subjects in agriculture suited to their age and understanding, and suggested by the agricultural nature of the district ? If the purpose of such instruction be carefully kept in mind, viz., to interest the pupils in matters pertaining to agriculture, and to instruct them to use their eyes to see what lies on all sides of them and to see correctly, it matters little what part of the immense field of agriculture be selected. As for the material about which to talk, and which might be brought right into the class, there is an "excess of riches." The roads upon which they come to school; or which so often keep them from coming to school; the weeds by the roadside and in the fence corners; the flowers, shrubs and trees beyond the fences; the soil of the fields and the different crops growing upon that soil; the insects and the birds which are in some cases so necessary and in others so destructive to the crops; the cheese factory that stands at the four corners; the fruits and the vegetables of the garden—these and other subjects will suggest, as the question is looked into, that the teacher will have to confine his instruction to but a small part of what is probably the