

early growth to maturity. He should know as much as possible about light, heat and the various natural phenomena, and their effects upon climate and the development of animal and vegetable life.

The farmer should be a veterinary surgeon. He should understand the anatomy of every animal he keeps. He should be familiar with the diseases to which they are subject, and the best methods of treatment in cases of emergency.

The farmer should be an artist. He should be able not only to draw a plan of his house and buildings for insurance purposes, and of his fields for the purpose of bookkeeping, so that he may know from year to year which crops are produced at a gain and which at a loss. His eye should be so trained as to be able to recognize the individual features and lines of every animal, so as to distinguish excellences and defects, whether they are to be transmitted to paper or not. Only an artist can do this.

The farmer should be a skilful mechanic. He should be able to oversee the laying of tile-drains on his farm. He should be able to make repairs in woodwork and iron, he should be able to build a silo, and to construct additional buildings for machinery and implements, waggons and sleighs, so as to avoid the slovenly plan of allowing such things to remain in the open air when they ought to be protected from the weather.

It is not to be supposed that the information can be imparted in a public school which would make a man expert in all the branches to which I have alluded. Nor is it to be expected that any one man should be an adept in every branch, however desirable that might be. A vast amount can be accomplished with reading, provided a good foundation has been laid by means of correct teaching.

But if agriculture is to be taught, we must have teachers qualified to teach it. We must have a text-book, and the more attractive to the pupils the matter of the text-book is the better. But to have the text repeated, page after page, by the pupils to a teacher who knows no more about the subject than the pupils, must prove a failure. This was tried some years ago in the case of agriculture, and later on in the subjects of drawing, music and temperance. I hope it will never be attempted again.

And how shall our teachers become qualified to teach agriculture? The only method I know is to attend during the summer vacation the classes held at the Agricultural College at Guelph, where the most suitable subjects are taught by the Professors of the College. To an industrious teacher, familiar with the needs of the farm, and possessing a good general and scientific education, the advantages to be derived from taking such a course ought to be sufficient to induce trustees to more than compensate him for the trifling expense to which he would be put, by a substantial increase of salary.

But whether agriculture be taught or not, a great improvement might be made which would increase the interest of pupils in farm work. The arithmetic in our text-books is almost entirely commercial. If questions were given involving the relative constituents of milk, of the various soils, of plants, grain, vegetables and fruit, the relative proportions of bone, fat and lean in animals; also the cost of packing and transportation of various products by land and water; the whole to be based on facts and experience, pupils would become interested in reading books and papers which are now dull and unattractive, and indirectly an interest in the study of agriculture would be cultivated.—
Inspector J. H. Knight, Lindsay.