

mote district where he teaches will be followed by every country teacher at this Jubilee season, when it is perhaps well for the youngest and even the oldest of us to be told that our Province is the greatest of the Provinces, that the Dominion itself is the largest and most progressive of Britain's colonies, and that Britain is the greatest nation in the world, even if the figures of exaggeration employed have afterwards to be modified a little, when the Jubilee season is over. Nor is the query of the betrayer likely to be repeated very often as the celebration festivities proceed, even should the Federal authorities spend two hundred thousand dollars on the Canadian army that is to be sent across the ocean, or give the premier *carte blanche* during his mission to the old country; for is he not to be sent there to emphasize our loyalty towards Britain and Britain's Queen, and are they not to accompany him to give *éclat* to his mission?

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The Hon. Sydney Fisher, Minister of Agriculture, in emulating the excellent example set by the Protestant Committee of the Council of Public Instruction of Quebec, who have taken practical steps to improve the school grounds, lately advocated the planting of kitchen gardens near every school-house in the country, though he failed to say for whose benefit they were to be planted or who were to tend them during the long summer holidays. A good deal of the "earnestness" in favor of introducing agriculture as an element on the school course of study, is founded upon a like uncertainty in regard to the "professional properties." In this connection we cannot forbear from making a quotation from the much-talked-of speech of the Minister of Education for Ontario: "But it is said that the Course of Study should

have an Agricultural trend, and it is the want of this that works so much mischief. In reply, allow me to say that the farmers of Ontario above all things want their children to have as good an education as the children of any other class of the community. A knowledge of the three R's, with such related subjects as constitute any well accredited school curriculum, is the foundation of all education, without which neither Agriculture nor any other specialty can be effectively taught. As a matter of fact, therefore, during the limited school course, if these subjects are well taught, all is done that most teachers can do with a proper regard to efficiency. To attempt less would be to weaken the educational value of our Course of Study. To attempt more is not without danger to the success of all. In order, however, to give elasticity to our Course of Study, provisions were made in the Regulations of 1891 that Agriculture should be taught in any Rural School when so directed by the trustees, and although five years have elapsed since that Regulation was approved, so far as I know, not a single Rural School has availed itself of the privilege thus afforded. For over ten years High School trustees had the privilege of ordering that Agricultural Chemistry should be taught in the High Schools, and so far as I know, not a single Board of High School Trustees has directed instruction to be given on that subject. If these two circumstances are indications of public opinion with regard to the study of Agriculture, then there is but little demand for its introduction either into Public or High Schools."

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Apropos of the above view of a question, this month's *Journal of Education* in referring to Prof. Lloyd's pamphlet on "Technical Education," comes to us with the following: "To the farmer education