

more wholesome that the boys, at least, should be under a man teacher. There is no need to argue the advisability of age in the teacher.

"I want to deal more particularly with the question of what should be taught in the rural schools. The work of the schools should be placed more closely in relation to the daily life of the child outside of the school.

"Agriculture, therefore, can and should be taught in the rural schools. I'll go further and say that it should be taught in the town and city schools. The question of teaching agriculture in the public schools is purely a matter of finding the teachers to do it. Of our industries, agriculture is the most important. It is our basic industry.

"But if the problem is to be left to the Agricultural College, I'm here to confess failure and inability to deal with the problem. There are 46,000 farms in Manitoba, and there should be at least one girl or boy on each of these farms that should come under this teaching. It will readily be seen that the magnitude of the undertaking is beyond the scope of the Agricultural College.

"There is one institution that comes in contact with every boy and girl in the province, and that is the public school. This is the institution, then, that should handle the problem. There are innumerable things that can be taught without extra equipment. There can be coupled agriculture with arithmetic, by the working out of farm problems; agriculture with geography by the study of the farms in the school district, and in many other ways.

"Now, this is how I propose to make the teacher qualified to teach agriculture. In the past the teacher has failed to make the school part of the home and life—school and life should be all one. I proposed to the Department of Education that the only way to get the teachers trained is to give them three or four years of teaching in agriculture where they receive their other training. The department has consented to prepare a number of teachers at the Agricultural College who will be qualified

in agriculture as well as academic studies to take positions as principals of high schools. As principals they will teach agriculture. This is the only way to have principals who can teach agriculture. If we can get this, then our teachers who go through high schools will have had four or five years' training in agriculture in their studies."

Dr. L. D. Harvey, of Menominee, Wis., gave two inspiring addresses, the first referring to teachers and their qualifications and the second to the programme of studies. "Primarily we educate for good citizenship, and we seek a trained intelligence, which will result in a worthy life; but, after all, the great fundamental need of education is that the individual may be trained to earn a livelihood. We have worshipped books too long and neglected things. The demand is for a training to fit men and women to do the things which lie about them, and to modify their environment."

Dr. Harvey dealt also with health conditions and showed that it would be well worth while to undertake a health campaign throughout the country as well as in the city.

He pointed out that good citizenship was necessary for the well-being of the state, and then proceeded to show the function of the school in training the boys and girls in love of country, knowledge and respect of the laws, and of the obligation of citizenship. He pointed out also how the teacher could develop the mind of the pupils along right lines. Concluding, he told the trustees that if they wished the proper qualifications in a teacher they should be prepared to meet the demand by paying the proper remuneration.

In a brief address Inspector S. E. Lang said that the only way to retain the better class of men and women in the profession is to increase the remuneration offered to them. He congratulated the association upon the work that it had accomplished during the many years of its existence, and outlined a programme for the future.

Inspector Fallis referred to a matter advocated many times in the School