

cheese-maker. But butter-making is, at present at least, a domestic industry, and for lack of knowledge and skill on the part of the farmer an unscientific and unintelligent industry, and therefore an unprofitable one.

I should like, if I had time, to tell you how I think this subject of Agriculture should be taught ; to what extent theoretically and what extent practically and so on ; and to show how, in my opinion, it could be made interesting and enjoyable to the pupils. I should like also to discuss what encouragement it should receive from the Government and from the Department of Education, and how it should be regarded by inspectors and teachers. I should like to say a word or two, also, as to the way it ought to be examined, and the importance it should have in the examination programme. And, moreover, I should like very much to bring before you some facts which would show you what is being done towards securing scientific instruction in Agriculture in foreign countries, in England and Scotland and the United States, but especially in France, the different States of Germany, and in Austria. But I have trespassed on your patience long enough. I must, however, offer one or two more thoughts.

First.—Owing to the transcendent importance to the general well-being of the community of the greatest possible prosperity of the agricultural interest, I would say, and I trust my argument has borne me out in saying so, that the subject of Scientific Agriculture should be taught at least in every Public School which is supported in whole or in part by the rates of farmers.

Second.—Owing to the fact, however, that it is a subject of *special* interest rather than of *general* interest (although in the greater number of that class of schools to which I have referred the special interest is so wide as to be tantamount to general), it, in my opinion, ought not to be compulsory on every pupil. The school should be required to provide instruction in it, the teacher should be required to teach it, but no pupil should be required to study it whose parent or guardian objected to it.

Third.—Neither the teacher nor the Education Department should attempt too much. I am fully cognizant of the difficulty which