and Public Schools. While these are departures in the right direction, it is to be regretted very much that more has not been done for that class which is without doubt the bone and sinew of our country—the agricultural class.

Our country is largely an agricultural country, and our educational system leads directly to the so called professions. Every assistance is given by our Public and High Schools to enable the clever boy to leave the farm, but none to place him in a position to see the beauties and possibilities of agricultural life. A text book on agriculture has been authorized for use with grades IV. and V. of the Public School, but a similar futile attempt has been made every few years for the past half century.

The difficulty is said to be, that agriculture is a science as well as an art, and can no more be taught in our rural schools than law, engineering, or any other profession. Everybody who thinks of the subject at all knows that it is a very complex and comprehensive science, and has its roots imbedded in several sciences, such as botany, zoology, chemistry, geology, entomology, and physiography. All this is granted, but no one will claim that in order to become a successful farmer a boy must be learned in all these subjects. The reason for the continued failure to teach agriculture successfully has been that we were striving to force the dry facts of these sciences into the minds of children, too immature to know what the teacher was talking about.

While a knowledge of these sciences, as such, is not necessary, a knowledge of the underlying principles and methods is absolutely necessary, and the question is, How are the pupils to obtain this?

To begin with, the teacher must be interested in the subject, and imbued with the spirit of the thing. He must have no method but his own, but the keynote of this method must be investigation by the individual, guided and aided by careful suggestions from the teacher.

How are we to obtain such teachers? First, the curriculum of our High School must be modified sufficiently to permit of the necessary subjects being taught and sufficient time given to them to enable the teacher to treat them scientifically. There are very many good Science Masters in the High Schools of this Province, who, if given the necessary time and freedom, would handle these subjects scientifically, and thereby arouse an enthusiasm among their pupils that would go far to correct crudeness of method. These pupils having seen good methods would not fail to use them in their own teaching.

Second, our Normal Schools must be made centres in which both professional and non-professional work in this department must be taught. There is a tendency in most Normal Schools to adhere to method rather than matter. By so doing the future teacher has his mind directed to some hide-bound method instead of the life and spirit of the matter in hand. Our Normal School teachers should be men, not only capable of demonstrating the best methods, but men of learning and culture, alive to the possibilities of our young country, men from whom the young teachers under them would derive the inspiration and enthusiasm that is necessary for the putting forth of their best efforts for the proper development of these great resources.

Now we approach the difficult problem. What are we to do with those teachers who graduated at our High Schools and Normal Schools before this subject became a real