

know something about agriculture from practical experience; that all teachers have easy access to an admirably arranged and thoroughly modern manual on the subject; that the true attitude of the expert teacher is not that of a dogmatist, but that of an inquirer in this or any other subject; that if he starts questions his pupils will be able to find answers to many of them in the experience of the farmers themselves, and above all that the true function of the teacher is not to fill the minds of the pupils with facts and explanations, but to make them expert at observing facts and finding out reasons for themselves—not to supply them with a mass of second-hand information, but to equip them with a method of original investigation. This he can effectively do while he himself is a learner. The objection is likely to be further obviated by the institution at the Provincial Agricultural College of summer courses specially adapted to teachers.\* If school boards insist, as they have a right to stipulate, that the teachers they hire shall know something about agriculture, and if the Provincial Department of Agriculture furnishes them with an opportunity to acquire a knowledge of the subject, the objection cited loses much of its force.

8. It has been further urged as an obstacle to the introduction of agriculture into schools that there is no time for it in an already crowded programme of studies. The obvious answer is that if it is more important than other things for rural schools, the other things must give way, to some extent at least. The programme has been constructed for the schools, and for them it may be modified whenever change seems desirable. This objection usually takes the form that the great aim of school education is intellectual training, and that agriculture is not as well adapted as other subjects for use as an instrument of mental discipline. Each of these statements is incorrect. There are other objects quite as important as intellectual development to be effected by a school course, and agriculture is one of the very best means, especially in rural districts, of securing intellectual development. The kind of mental culture that is serviceable for life may be defined as including (a) the faculty of observing individual facts; (b) the ability to classify them according to resemblances and differences, and (c) the power of drawing correct inferences by generalization from knowledge so systematized. To pupils in rural schools the facts and phenomena of farm life and agricultural operations are, or may easily be made familiar as the result of original observation prompted by a teacher's well-directed questions. The natural tendency of the human mind to arrange facts in classes or categories, and to draw conclusions or assign causes,

\*The scheme referred to above has since been carried out, the first summer course for teachers having been given during July, 1893.