

inspector, the most effective method of dealing with it ; but so long as it is optional, the marks obtained on the agricultural paper should be allowed as a bonus to assist the candidate in making up the percentage of the aggregate necessary to pass, and the maximum for the subject itself should be increased from seventy-five to one hundred marks.

5. It will be noticed that though the course embodied in the authorized text-book is to be followed, the use of the book itself as a text-book in the hands of the pupils is not compulsory. Without implying any disparagement of the work referred to—which is an excellent treatise on the subject, and is really indispensable alike as a source of information and as a guide to the adoption of proper methods by the teacher—it is better, in the opinion of your Committee that the law should in this respect remain as it is. Anything more likely than cramming the contents of a manual for examination purposes to create a distaste for agriculture it would be difficult to imagine. The manner of dealing with the subject in school must be determined by reference to the purpose for which it has been introduced into the programme. This purpose is two-fold : (a) to arouse the scientific curiosity of the pupils about agricultural operations, and thus make them self-reliant investigators of agricultural methods ; and (b) to make agricultural pursuits more attractive, and thus check the tendency of young men and women to abandon them for others that are intrinsically less desirable. These two objects, so far from being incompatible, can best be insured by the same means, namely the adoption of a rational method of dealing with the subject in schools.

6. One cause for the growing dislike of farm life is the feeling of drudgery due to the want of an intellectual interest in the operations performed. The best way to arouse interest and thus counteract the feeling referred to is to make so-called "teaching" of agriculture an inquiry into the reasons why operations familiar to all rural pupils are systematically performed. The teacher who knows how to ask the right kind of questions can easily set his pupils thinking and inquiring, and he may in this way become a centre of influence and a source of inspiration to a whole neighborhood. One such teacher quietly pursuing his investigatory and suggestive treatment of farm life and work from week to week might accomplish more for his district than a series of farmers' institutes could do in the way of an agricultural revival ; and if agriculture is ever to become a subject of deep and wide-spread scientific interest to the people of this Province, it must be by fixing upon it the attention of those who are children now, and who will be the men and women of the next generation.

7. It is frequently objected that teachers who do not know the subject cannot teach it, and there is force in the objection. It must be borne in mind, however, that there are few teachers who do not