

he says on this subject : —

"Departments of agriculture, with their manifold organizations and subdivisions, are also important. Associations of live-stock owners and breeders are also important. Farmers' institutes have been called the farmers' schools, and they have accomplished much by their teachings. But they are for present, not for future, farmers. Agricultural colleges are reaching out, and are important as training schools for teachers, but they touch only the fringe of the great mass of the rising host. We start the education of doctors and lawyers and preachers and teachers and engineers in our public schools. Suppose we were to say to the doctors, "Go to school and learn to read and write and spell; then begin practising, and later on, when you have been working for some years, we will form doctors' institutes, and send specialists to talk to you and enthuse you in your work, — to tell you what mistakes you are making, and to compare notes with you." What would you say? Do we let the lawyers go ahead with their work until they are full-grown and experienced? Not at all. We arrange our school course to help and assist the professional man as early in his career as possible; then we make every doctor, every lawyer, every teacher and nearly every preacher take a special course, as practical and as searching as possible, before we give him his diploma and turn him loose to work among his fellow men. But with the farmer we have acted so differently—or, rather, we have not acted at all. Is it not time to act? Is the farmer not as important a factor in our country's weal as the lawyer, the doctor and the teacher? Is it not about time that we, at least, make an effort, in a rational manner, to see whether we cannot do justly and fairly by the agriculturist?"

Again he says, and this is important, because he strikes so directly upon the question of introducing the study of agriculture into our schools : —

"I propose to discuss, for a few moments, the question of introducing the study of agriculture into our public schools. I can touch upon it but briefly, and in a suggestive manner. And, in order to set myself right before you, allow me to make the announcement that, beginning with the September school term of 1899, the Minister of Education, in Ontario, has made agriculture a compulsory subject in two forms of all our rural public schools, and allows it to be taken as an option in all urban public and high schools. I need not tell you that this is considered a forward movement of great importance, in connection with agricultural education, in Ontario. Manitoba, also, has had the subject upon her public school course for several years; Quebec, for many years; and, during the present year, Nova Scotia and New Brunswick have added it to the curricula of their common schools.

"Perfect agriculture is the true foundation of trade and industry, — it is the foundation of the riches of the States.' These are the words of the great Liebig, — one of the founders of the modern science of agriculture. They were uttered half a century ago; but they are more pregnant with truth, at the end of the nineteenth century, than they were in the middle of the century, when Liebig was carrying on his agricultural investigations; or, than at the beginning of the century, when Sir Humphrey Davy was unfolding, for the first time, his memorable proposal for agricultural investigation before the learned societies of England. They are applicable to all civilized and all semi-civilized countries, but they have a special significance when applied to Canada and the United States."

Then, again, he quotes, and quotes well, from Dr.