

lus than "Go and do it as the book directs." Children admire a teacher who has skill, and are inspired with emulation. It is useless for a dull and devitalized teacher to exhort her pupils to wake up and take an interest. She must first tune one herself; then her example is effective as no exhortation can possibly be.

Every school has its tone, moral and intellectual. And this tone is a mere tradition kept up by imitation, due in the first instance to the example set by teachers and by previous pupils of an aggressive and dominating type, copied by the others, and passed on from year to year, so that the new pupils take the cue almost immediately.

Such a tone changes very slowly, if at all; and then always under the modifying influence of new personalities, aggressive enough in character to set new patterns and not merely to copy the old. The classic example of this sort of tone is the often quoted case of Rugby under Dr. Arnold's administration. He impressed his own character as a model on the imagination of the oldest boys, who in turn were expected and required to impress theirs upon the younger set. The contagiousness of Arnold's genius was such that a Rugby man was said to be recognizable all through life by a peculiar turn of character which he acquired at school.

(To be continued)

THE RELATION OF AGRICULTURE TO OUR SCHOOL SYSTEM.*

"Perfect agriculture is the true foundation of trade and industry—it is the foundation of the riches of 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, to all semi-civilized, countries, but they have a special significance when applied to Canada; for while our fisheries add annually to our wealth to the amount of about \$20,000,000, and our mines nearly \$30,000,000, and our forests about \$80,000,000—agriculture adds no less than \$600,000,000, or nearly five times as much as the other three sources of wealth combined.

The perfect agriculture of Liebig implies, of course, a class of agriculturists well equipped, thoroughly trained and rationally educated.

Now let us quote a more modern educationist as to the workers in this field:

"Identified as I am by birth and early education with the agricultural population of this country, I regret to see so many of our agricultural youth leave the noblest of earthly employments and the most independent of social pursuits for the professions, the counting-room, the warehouse, and even for petty clerkships and little shops. I know that persons in public offices, and inhabitants of cities and towns, who have no farms, must, for the most part, bring up their sons to other employments than that of agriculture; personal peculiarities and relations may prompt to the same course in regard to some farmers' sons; and a divine call may select from the farm, as well as from the shop and the college, for a divine vocation; but that, as a general rule, the sons of farmers,

*An address by C. C. James, M.A., Deputy Minister of Agriculture, before the National Science Department of the Provincial Teachers' Association, April 14, 1898.