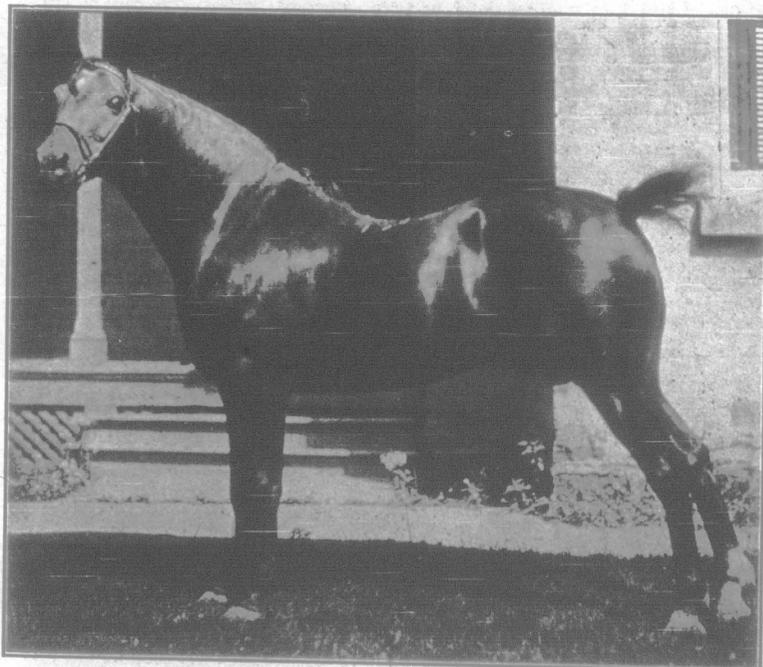
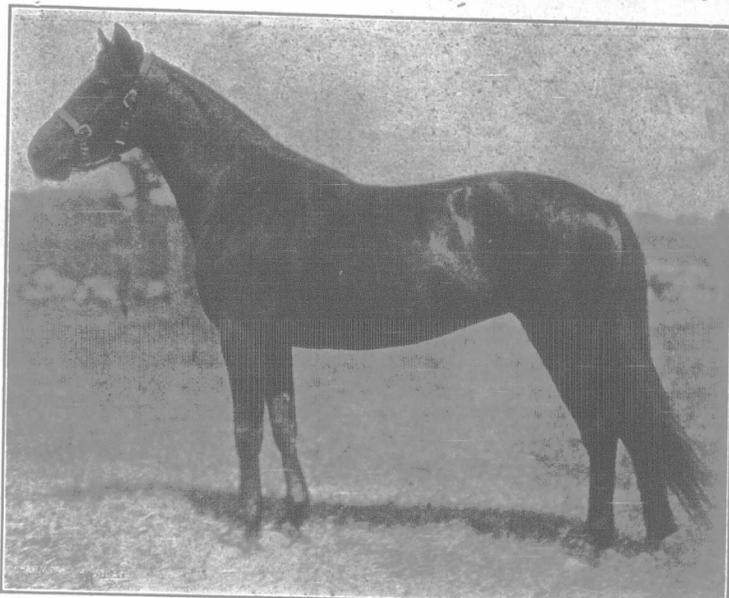


A Winning Standard-bred.



Hackney Pony Stallion, Many Times Champion of Leading Shows.



How Would You Like a Driving Pony Like This?

their views and practically see that the money borrowed through them is spent for the proper purpose before they lose sight of it, and the amount seldom goes over one hundred dollars.

"If the farmers of Saskatchewan are to have cheaper money they must be prepared to drop in all cases speculative schemes and get at farming on a sound basis. Moreover it is altogether likely they will have to submit to a certain restraint in order to take advantage of any system of cheap loans that may be inaugurated. However, such a restraint properly understood would prove a boon rather than a hindrance."

The Teachers' Course at Guelph.

Editor "The Farmer's Advocate":

A vivacious, enthusiastic indefatigable lot of women and men made up the summer school at the O. A. C. The bright eye, keen and inquisitive mind and buoyant step characterized the vast body. They seemed fully alive to the fact that the course was a short one, and that they must, therefore, get all they can in the shortest time, and conduct themselves accordingly. On the day of our first visit could be seen, here and there on the campus grounds, groups of students studying the broad-leaved trees; other groups surrounded clumps of conifers, intently conning each detail, and, by the help of their keys, arrived at the name of the object of search, to their evident satisfaction. Everywhere were single individuals or groups with nets, scudding about, flitting here and there in quest of "bugs," for each student is required to make a collection of economic insects.

The school garden plots were the scenes of much activity and solicitous attention. Students were putting on the finishing touches, others were watering their plants, and some mulching.

Asking one of the students if this were not a hard way to spend her vacation, "Oh no," she said, "We have such a good time. Of course, we have our studies, but everything is new and nature is so interesting."

"How are you getting on with your work?" was asked of another. "Pretty well, the only trouble is, that there is so much I do not know."

"What use are you going to make of all this nature work?" I queried, of one intently bent on scalping the weeds in the path. "Oh! I have big ideas for this fall and next spring. As soon as I get home I shall put my knowledge in practice."

This happened to be "experience day" in the agricultural classes. Teachers from all over the Province of Ontario, even from Dan to Beersheba, gave their experiences in the teaching of agriculture—telling how, in the face of opposition, they had continued faithful in the work, and, in some cases, had won over the trustees and section to see the value of the subject. Other teachers had only a tale of opposition to relate.

Sections were found that were totally indiffer-

ent in the matter of agricultural teaching, but a select few had experienced no opposition, but had been aided in every way in their work by the people of the section, by the Ladies' Institutes and by influential citizens.

Every speaker had found many benefits come, not only to the pupils but to the people generally, from the teaching of agriculture, and the use of the experimental plots in the school garden. None of the schools that had started gardens were willing to do away with them. And one could not help feeling, in listening to the words of the various teachers, who were right in the work, that it was good to be there.

The high motive, the work accomplished, the power of triumph over obstacles, the perseverance, the confession of weakness, but strong determination to press forward, shows that our province is in no uncertain hards as to the teaching of agriculture, which should help to stem the tide of discontent that is so often paramount in the large boy and girl.

That agriculture will be taught in every school in the near future is certain. It is only a matter of educating the people to realize that it is a good thing. Then we'll have it.

The young women live in Macdonald Hall, and the men in the boy's residence while at the college, and enjoy all the benefits of being in residence. When the students are not busy with their studies they teach each other school games, such as basketball, indoor baseball and tennis. These games were in progress on the day of our visit. Care of one another, and a healthy rivalry pervaded the games throughout. Much good will, no doubt, come from teachers carrying away with them a knowledge of how to play these and kindred games. Indeed enough leaven will go out to revolutionize our school games, if

each teacher puts into practice some of the "play" learned here this summer. This is the opinion of the teachers. Teachers will be able to show their pupils how to play, and play with them. It is in the hour of play as in the hour in the garden that the teacher can get near his pupils. There are times when there is no restraint, and the teacher gets an insight into the life of the child, that enables him to do his or her best teaching. The three R's are not sufficient, necessary as they are. "Thou shalt not live by bread alone," is the Master's command. The child must be taught how to live, and now to live the full life. The Folk Dances at intermission and odd bits of time are a boon to the teacher who has had little opportunity to learn these. Many of these taught can be put to good use in the rural school where games are most needed, and where there is the greatest dearth of apparatus. As an introduction to the play apparatus, one of the manufacturers of these articles had placed on the campus a giant stride swing, see-saw, and child's slide. These were the means of attracting all the "kiddies" in the neighborhood, so that there was a free demonstration of both the serviceability and attractiveness of the apparatus to the youngsters.

The day is coming when such sensible play apparatus will be installed on the grounds of every school yard. It will not be regarded as a luxury, but as a necessary equipment. The rural school especially needs these things, for the long noon hour and intermissions must be occupied—and they must be occupied in play, and the play must be wholesome, and engage the attention of all. A school might purchase one piece of apparatus each year—soon they would have all. And these would give abundant scope for the energies of the child, be he weak or strong.

The last week of the summer course was also the time of the inspector's short course. Between seventy-five and one hundred inspectors of public and separate schools were present. A full and varied program had been arranged. Many helpful suggestions were given, and various points discussed. This meeting of the inspectors marks an epoch in our educational life, and should be a source of much good to our schools in the future.

ICH DIEN.

Westerners are excellent at inventing yarns about "tenderfeet." This is the latest:—A young Englishman, who was more accustomed to hunting than farming, was employed by a farmer near Portage la Prairie. Next morning shortly after midnight the farmer aroused him and intimated that it was time to get up and get at the oats.

"Are the oats wild or tame oats?" enquired the employee.

"Tame oats, of course." To which the sleepy agriculturist responded:—"There is no hurry, then. I guess we will be able to sneak up on them in daylight."