

abroad has been due to the dairy schools. I frankly confess to a belief that the influence of the dairy school, as it is known in Europe, has been over-estimated. While it may be made to take an important place as one of various agencies of improvement, it must needs be only one of several factors. Moreover, our dairy schools, if we have any, will require to be something adapted to our peculiar conditions, not a cheap copy of what exists abroad.

The dairy school in theory, afar off, is a different thing from the dairy school in fact near by. For us to establish in Canada mere imitations of British or even continental dairy schools would be to invite disappointment.

Frequent reference is made in current discussion to Danish dairy schools, and it has been claimed that they have been the cause of the wonderful dairy progress in Denmark. When I questioned Prof. Segecke, of Copenhagen, about the Danish dairy schools, to my utter astonishment he replied that there were no dairy schools in Denmark! What he meant was that there were no dairy schools, as the term is understood in Great Britain or here. Danish schools are mainly nothing more nor less than the private dairies of the country, utilized for the purpose, where, under the auspices of the Government, pupils are taught dairy work. Every Danish dairy is a possible dairy school. It is not required that the dairy farmer be a graduate of some school or college or a professor. All that Prof. Segecke requires to know, before sending pupils to a dairy farm, is the fact that the dairy produces good butter. He has no other standard—no prescribed system. If a dairy is known to produce good butter he sends a pupil or two, and watches results. If the pupil makes progress and becomes a capable butter-maker, he continues to send pupils. He has sent pupils to dairies which he himself had never visited, and whose proprietor he had never seen. About 1,000 young men have gone through a practical course in this sort of a dairy school in Denmark. Not all these men have remained in Denmark. Other countries have drained Denmark of these students. The present chief instructor of Finland is Danish taught.

Professor Segecke mentioned the fact that Mr. Tobieson, official head of the dairy department of Norway (who was present at our interview), was even then advertising for a Danish instructor, and offering more for his services than Denmark was paying. It was the intention of Prof. Segecke to advise the Government to increase the salaries of Danish instructors.

Again, in these farm "dairy schools" there was little or no theoretical teaching, there was taught only the practical work of the dairy. Prof. Segecke believed in keeping theory and practice separate. In the dairy only practice was taught, in the schools the teaching was pure theory. There was no distinct dairy class, said Prof. Segecke, even in the agricultural college. The study of milk and its products was simply a part of the theoretical course.

Prof. Segecke believed that only a limited number of pupils could be engaged in practical dairying in schools. "Where there are too many there was not work enough for them, and so they were taught in idleness, not in industry."

Pupils are taken for from six months upwards. They are required to do actual work and they pay for the privileges. Fees are small—say from ten dollars upwards.

From a report by Prof. Long, on "Education in Dairy Farming," it would appear, however, that there are really one or two dairy schools in Denmark—distinct from the farm schools, but they must form a very small proportion of the means of dairy instruction which has been so important a factor in Danish dairying. Prof. Long himself says: "It is a striking fact, borne out by our personal investigations on the spot, and by the voluminous details we have received that

there are no large, no expensively conducted schools, no high salaries to officials, and no heavy grants made by Government."

The purpose of these letters does not require that the dairy schools which I visited be described in full detail. Those I visited, especially in Ireland and Sweden, were elaborately equipped, and expensively conducted schools. They are doing a good work, but limited in scope and results, but hardly commensurate with the cost on the Danish basis.

We may, doubtless, learn something from the elaborate dairy school system of Great Britain, and something from the more simple, economical and severely practical system of farm schools of Denmark.

The elaborately equipped and complete dairy school might prove a potent agency of improvement among us, but I would advise it, not as the means of making dairymen or dairymaids, in the numbers wanted—not for the purpose of teaching the individual farmer (although he should not be denied the benefit of its privileges if he deserves them,) but as a sort of training school—a normal school, as it were, for the training of persons (of suitable fitness and inclination) for teachers or inspectors. These teachers would be the means of bringing knowledge to the mass of workers. Such teachers would perhaps do the most effective work as travelling instructors, carrying instruction into the factories, and even into private dairies.

On the other hand, we may profit by the Danish system and utilize the farm dairy, and the factory, too, to the fullest extent, for the education of the dairy workers of the country. I would never advise the application of the Danish system as it is, but a modification of it to suit our peculiar conditions. The course of study or practice should be of the simplest character, the length of time and the studies to be in some measure optional, and the fees light. It would appear to be desirable to teach enough theory to explain practice, but the main requirement should be a correct practice. The graduates of the normal schools may serve an important purpose in this connection, in imparting knowledge to the workers in the local or minor schools; and, as travelling inspectors, introducing the best known dairy practices. Doubtless in our application of the European system, we may in some ways improve on our models.

Such dairy schools as above proposed could be made an inducement and encouragement to young men and women to devote themselves to the work of teaching. The conditions of availment of the privileges of these schools should be not financial means, but an inclination or fitness for the work of teaching, and an intention or obligation to teach. These privileges could also be made an inducement to factory managers, and even private dairy proprietors, to perfect their methods and open their factories or dairies to pupils.

Here is still another possible means of disseminating dairy knowledge. Sooner or later the common education of the people will be partly technical. Clearer ideas are beginning to obtain of what is education. The education of the future will have more relation to the probable occupation of the learner, and if it does not fit him for that occupation will not always be thought education for the embryo agriculturist to be made to memorize the names of stations on a line of railroad, and not taught a single fact of nature's great book of wonders. Though to the farmers of to-day the book of nature's economy is hopelessly sealed, to the farmer's boy of an early day it will have to be opened, to his lifelong benefit and infinite delight. No better beginning of reform can be made than the introduction of technical instruction in agricultural subjects in schools. By giving country pupils an insight into the delightful mysteries of nature, and a knowledge of facts that would be advantageous to agricultural labor,