

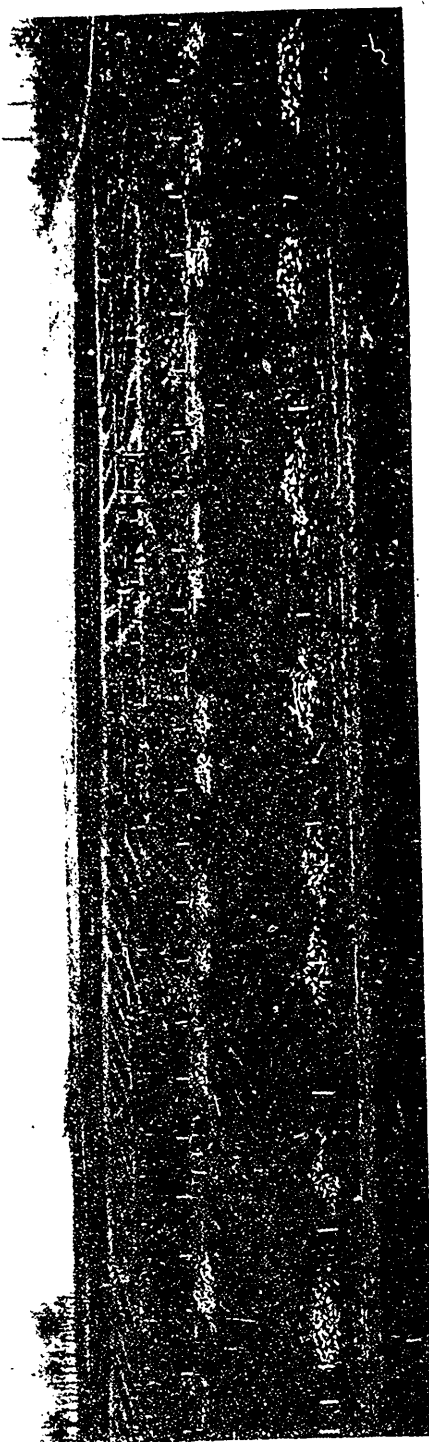
structors, who are enthusiastic and anxious to excel, and to make their department of practical value to the students and to the country, and we cannot but look for the best results.

In *bacteriology* there are an excellent demonstrating-room, laboratory, and set of apparatus; and there is an enthusiastic instructor fully impressed with the idea of developing the practical side of his work, who occupies every spare moment that he has in pursuing investigations connected with his department, the results of which, when determined, will be of great practical value to the country, thus affording to his students not only an illustration of the useful value of the science they are studying, but also the opportunity of taking part in work which will be of great educational advantage to them.

In *physics and mechanics* the instructor has constantly going forward experiments in which the students take part, tending to illustrate the laws under which the great forces of nature operate—attraction, heat, light, electricity, etc., forces to which almost all our great modern mechanical contrivances owe their usefulness, forces too, by which the great phenomena of nature, rain, snow, hail, moisture, dew, evaporation, wind, freezing, thawing, etc., etc., are produced. The students, also, are not only required to participate in these experiments, but also to institute and prosecute others for themselves. The work, therefore, in this department seems to be as individual and practical as the conditions make necessary.

#### A TEMPTATION AND A DANGER.

Admirable as, from a modern educationist's point of view, all this practical sort of instruction is, we know that there is a temptation always present to beset the instructor and cause him to depart from it: this is to revert to the old methods of formal lecturing and "drill," because these cover the ground faster, and secure what are apparently better results at examinations. On the other hand, there is always a danger present into which it is only too easy to fall; this is to follow (apparently so) the line of modern educational methods, but to do so in an ill-prepared, illogical, irrational fashion. This deviation from the true line of educational work is by no means an uncommon occurrence. In fact, it is so common that what we have called modern educational methods have been too often thrown into contempt by reason of it. Good teaching is never an easy process, no matter by what methods it is carried on. Let no one suppose that, because in what we have called "modern methods" the instructor appears to do but little, he does really do little. Modern methods require very careful



Ontario Agricultural College : Farm Experimental Department.  
Pulling and weighing roots grown in the experimental plots.