

training. The adoption of this plan makes operative two new principles, viz.: (1) That the public school must concern itself with the industrial concerns of the state and its industrial workers; and (2), that, for this, teachers must be specially trained.

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The following summarizes the plans of the O. A. C. for helping the rural schools in Ontario:

1. By trained teachers. The College has been regularly engaged in this work for four years. But only a small beginning has been made. We want to reach a much larger proportion of the 3,000 rural teachers in Ontario. There will be a four-weeks' course this coming July, and teachers who follow up the work and undertake gardens at their schools will receive a Teacher's Certificate in Agriculture, and be entitled to the special grant of \$30. In the spring of 1909 regular three-months' courses will be instituted, and the expenses of teachers in attendance will be paid. In the course of a few years, every township or village Continuation School should have a trained teacher representing the work of the College.

2. By offering the assistance of College instructors to teachers at their local conventions, or by taking charge of their association meetings at the College. During the past four years, about twenty-five conventions, attended by over 3,000 teachers, have been held at the College. And, generally speaking, some one of the College staff is available for lectures at conventions in horticulture, improvement of school grounds, nature study, school-gardening, or agriculture.

3. By putting a picture of the College in every country school, and thus helping to divert the educational trend that has prevailed in rural schools from the clerical or professional ideals of the urban schools, to the industrial possibilities of the farmer's calling. For this, it suggests that a picture of the Ontario Farmer's University, as the College has been called, be given a place of honor on the walls of rural schools. Copies of such a picture may be had on application at the College. As pictures are said to influence character, such a picture may serve in fixing an ideal, or developing a tendency in the impressionable days of youth.

4. By taking direct charge of organized classes of the senior pupils of country schools, and helping them to a profitable day's sight-seeing at the College. During the month of June, the College is visited each year by more than 30,000 excursionists. Amongst them are many school children. If the teachers or trustees undertake to arrange for the children's being kept together as a party, arrangements will be made to instruct them after the same plan as their fathers and brothers are. This offer has been made for the past few years, but, up to the present, has not been acted upon for lack of coherence among those concerned.

5. By extending the services and the hospitality of the College to our rural trustees in conferences and conventions. It is hoped that the County Rural Trustee Associations (from which much good to the rural schools is expected) will naturally come to make the College their convention center. There is no more suitable place for getting suggestions and help. The Macdonald Consolidated School is in reality an adjunct of the College, and although it may not be generally known, it is working in its own way and demonstrating the solutions of some of the hard problems of rural education.

6. By organizing conferences and short courses of instruction for the public-school inspectors, whose work is largely in rural schools. It is important to have the rural teachers specially trained for this new work of educating children in terms of their environment which the times impose upon them, it is just as important that those who superintend this work should be properly trained, so that they may be wise leaders and overseers. There is no other place where they can so well secure an insight into the means of improving rural conditions and operations.

7. By giving short courses of instruction to the science teachers in our High Schools and Continuation Classes. This plan would soon make its influence felt in the country schools, as most of the rural teachers receive their training in these schools. The teaching of Physics, Chemistry, Biology and Geology might then adapt itself, in a measure, at least, to such practical considerations as the growing of plants, working of soils, using of fertilizers, destroying of insects, etc., and be none the less good science teaching therefore.

8. By having all the publications of the College put into the school libraries, and the pupils directed to their use as references. The College annual reports are filled with information on experimental work in field, garden, stable and dairy, that no progressive farmer can afford to be unacquainted with. The special bulletins, which are published from time to time, are prepared with the sole aim of educating the practical farmer, fruit-grower, cheesemaker, et al. Indeed, this question of training the citizen to make proper and full use of Governmental publications deserves

a place amongst the other offices of State schools. The State (The Ontario Department of Agriculture) aims to educate its citizens industrially by means of freely-distributed publications. What fraction of its effort is effective? Certainly, not so much as there should be. Let the schools help; it is a very important phase of the teaching of elementary agriculture. The inspectors might see that they were properly kept in the library, and encourage their proper use.

9. By incorporating into the school work Nature Study or Elementary Agriculture, some of the experiments conducted by the Experimental Union. During the present season, there will be over 9,000 experimenters carrying on co-operative experiments in Ontario farms and gardens, under the direction of officers of the College. These will include tests of field crops, fertilizers, vegetables, fruits, experiments in soils, legume inoculation, and poultry-raising. The rural schools of the Province are especially invited to this co-operative work. If they cannot undertake them in their own school gardens, it will not be difficult to arrange with a friendly farmer to undertake the experiment in an adjacent field. It can be used by the school as their own experiment to observe and report on. This important educational organization has been making its influence felt amongst our adult population. Its position is now assured, and its work known. The time has come for using it in the school for the training of youth.

10. By the teachers using the College as a correspondence school, and training the children to do the same. The answering of enquiries is a very extensive and regular line of College instruction. Every department is more or less extensively engaged in it. Any inquiry addressed to the College will find the proper source of information. Enumeration of some of the interests involved might make this more clear. Questions regarding crops, rotations, the best varieties of grain to sow, may be asked of the Agricultural Department; regarding injurious insects and spraying, of the Entomological Department; regarding suspicious diseases, bad water, infected milk, etc., of the Bacteriological Dept.; regarding drainage, protection against lightning, soil analysis, etc., of the Physical Department; regarding adulterations of food, flourmaking, qualities of wheat, analysis of fertilizers, spraying compounds, etc., of the Chemical Department; regarding the laying out of school grounds, the cultivation of flowers, vegetables and fruits, of the Horticultural Department; regarding plant diseases, weeds, weed seeds, etc., of the Botanical Department; regarding school-gardening and nature study, the Nature-study Department; regarding poultry, of Poultry Department; regarding live stock, of the Animal Husbandry Department; regarding milk, cheese or butter matters, of the Dairy Department; regarding farm machinery, of the Mechanical Department.

11. By having the senior pupils, at least, come into touch with the College instructors in their outside work in surveying for drainage or lecturing at Farmers' Institute meetings. The Physics Department sends out men to plot farm-drainage

schemes. Where such work is carried on near a school, have the children see it done. The agricultural representatives in the Agricultural High Schools will be found available sometimes for a lesson in the school. Their work takes them in to the country schools.

This question of the introduction of agricultural education into the rural schools may be summarized thus:

1. The welfare and progress of the state has its foundations in an educated and intelligent citizenship.

2. The basic industry in Ontario is Agriculture; there is also a great New Ontario to be developed agriculturally.

3. It is necessary that Old Ontario's agriculture be still more improved; it is no less necessary that New Ontario's agriculture be along safe lines, avoiding the mistakes of the older parts.

4. The workers in this basic industry are educated in the rural schools.

5. These schools are not adequately meeting the necessity of the state in educating our youth in terms of future-life activities.

6. The failure in this respect lies in an untrained body of teachers, and a rural population more or less indifferent to progress.

7. The former must be trained; the latter must be roused to interest.

8. The Ontario Agricultural College is vitally concerned in the cause.

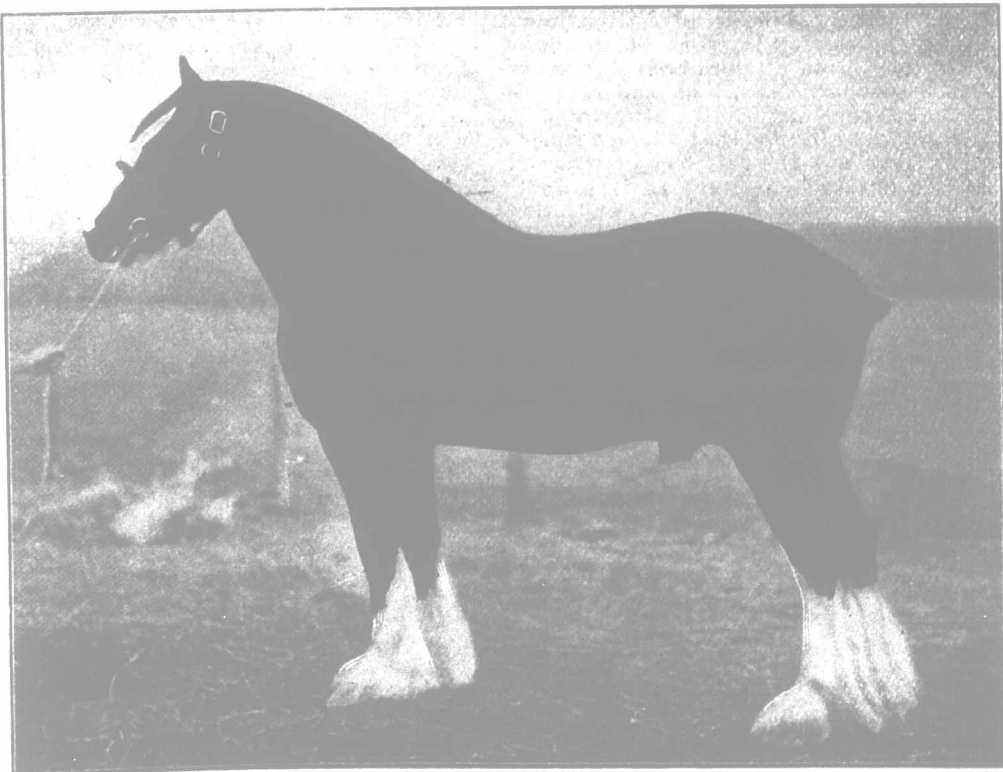
9. It offers its best offices in the matter.

10. It hopes that the people whom it serves may use it to the full extent. It feels that it will be good for the College. It knows that it will be good for the people.

BRITISH FINANCES FLOURISH.

Good evidence of the stable character of British finances may be seen in the fact that, for the financial year just closed, the Chancellor of the Exchequer was able to report some \$17,000,000 more revenue than he expected, and over \$2,000,000 less expenditure by the departments than was anticipated, leaving a balance of nearly \$25,000,000 to the good towards the national debt. And this was accomplished, we believe, without the extent of reductions for military and naval purposes that the people were entitled to expect.

It is useless to send inquiries to this office signed "Subscriber," "Old Subscriber," or "Constant Reader," unless the sender's name and address in full appears on the inquiry or the letter accompanying. We require this as a means of ascertaining whether or not the inquirer is on our subscription list. Some hundred questions or more have been discarded this past winter because unaccompanied by name and address, or in other cases because the name given was not found upon our circulation sheets under the post office mentioned.



Oyama (13118).

Clydesdale stallion; bay; foaled April, 1904; sire Baronson, by Baron's Pride. Winner of the Cawdor Cup at the Scottish Stallion Show, Glasgow, 1906, and the Brydon Challenge Shield, 1907.