

Miss Wilkinson's paper was also very instructive. The horticultural work she has been connected with is also a comparatively recent undertaking. The Swanley College seems to be run on such lines as our Macdonald Institute, though on a much smaller scale. They have turned their attention very particularly to tomato and bulb culture, and bee-keeping. They also accept a limited number of students who wish to prepare themselves for life in the Colonies.

Another able paper, given in this section was, "The Social Value of the Professional Woman," by Rev. Lydia K. Commander. Mrs. Commander's personality—for she is a young, fine-looking woman—as well as her experience as author, preacher and lecturer, lent added weight to her helpful words. She gave instances of many women who had made experiments in self-supporting occupations, and by their success had wholly altered public opinion as to the ability and efficiency of women's work. She holds that every woman, no matter what her station in life, should know how to support herself. Philanthropic work of every description was ably dealt with, and women's work in the home, in the state, and public life generally, not forgetting the press, was weighed, and not found wanting; while Rev. Anna Shaw, Jane Addams, Dr. Rosalie Morton, Mrs. Ogilvie Gordon, Mrs. May Wright Sewall, and many, many others, in that galaxy of history-making women of the grandest kind, pointed the way to further advancement and development.

But it was not all work for this great gathering. A day at Niagara, a trip to Lake Simcoe, garden parties galore, and other delights, were sandwiched in between sessions, and one day that was very much enjoyed was spent at Guelph.

Hon. Jas. Duff and Dr. Bruce Smith accompanied the party. Private cars were provided, one animated little delegate remarking, "I shall look so surprised when I am asked to pay for anything, after the lavish treatment we have received in Canada."

Those from over the seas were loud in their praise of our Agricultural College. Everything was shown them, explanatory little addresses were given in the different departments, and all eager questions answered, and unfeigned delight expressed at every turn.

One could not help but feel that it was of distinct value to Canada that women of such prominence in their own land should see for themselves what the Dominion stands for among the nations, and should carry back such a picture of thoroughness in practicability, in equipment, and of efficient management.

A bountiful tea was served on the campus by the students—"Looking like living corn flowers," as Froken Gad, of Denmark, poetically put it—and a happy afternoon was brought to a close by complimentary speeches and songs.

The actual meetings of the Quinquennial Congress are a thing of the past, but the inspiration remains, and without doubt will be productive of much forward thought and work.

L. M. PARSONS (for H. A. B.)

Teachers' Normal Classes at the Ontario Agricultural College, Guelph.

Professor S. B. McCready, B.A.

On Tuesday last (June 29th) one hundred and thirty-two Normal teachers completed a special ten weeks' course at the Ontario Agricultural College, qualifying



Teachers' Normal Class in Industrial Arts.

them for special services in the Public Schools of Ontario. Ninety-two of these had received instruction in elementary agriculture and horticulture, and the remaining forty had been trained in industrial arts. The former look forward to teaching in rural schools; the latter have been equipped for a special service in graded urban schools.

This graduation marks a fixed place for the agricultural college in the cause of primary education in Ontario. These teachers have been trained by the College under the direct auspices of the Provincial Department of Education, for the distinct purpose of bringing something of industrial training to the boys and girls who will probably have their schooling end in the public schools, and go from them onto the farm and into the workshops to make their livings.

This is one of the great problems in education to-day. How can the schools do their best for the people at large? What is the best they can bring to that

very large majority of the children who do not go on to the high schools or colleges, but pass out from our public schools into a work-a-day world? If, as it is generally agreed, education is a preparation for life—and this including the idea of making a living—then it must be agreed that our schools should, in fairness, give some industrial training to the future workmen in shop and field. If it can be done!

If it can be done! There is the question! Granted it is desirable, but how can it be accomplished? The solution is being sought in this special work of training teachers at Guelph. If there is a work to be done, then there must be workers prepared to undertake the work. The workers must be prepared before the work can be commenced. These workers are the teachers. Given trained teachers, any line of advancement can be undertaken in education; without these teachers no advance can be made. The trained teacher is the crux of the matter.

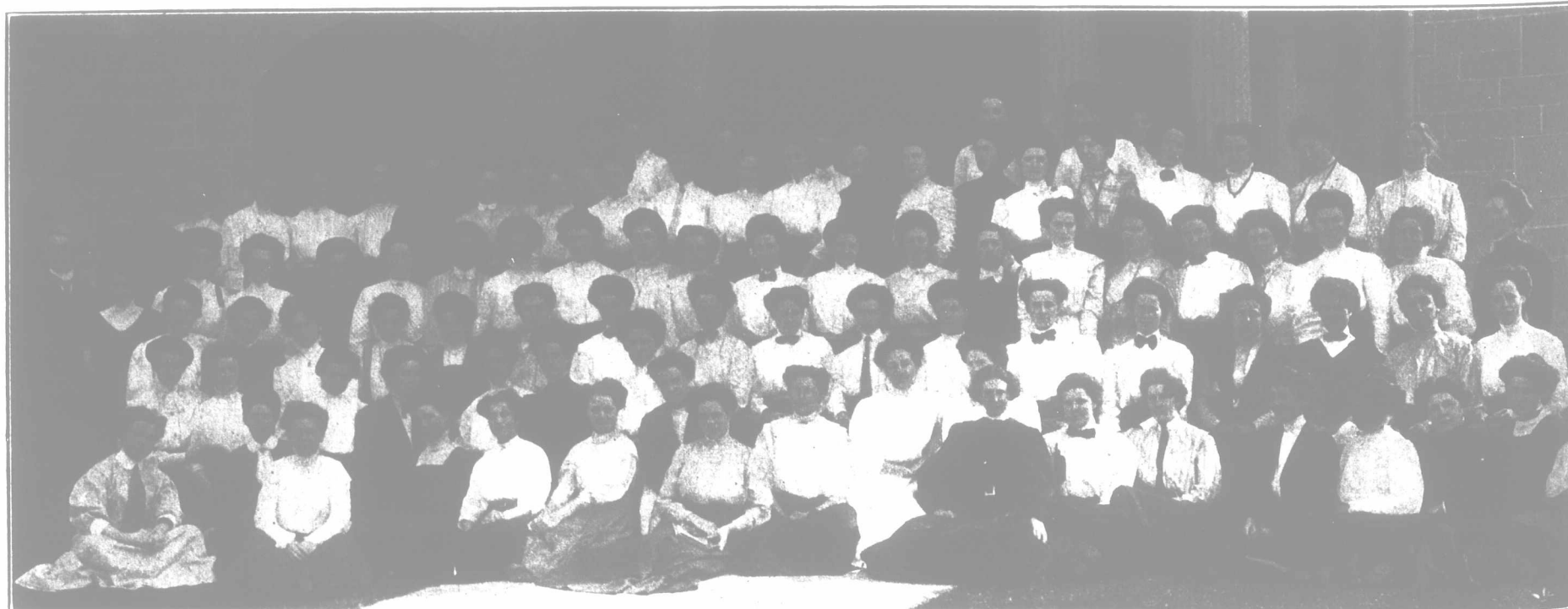
ELEMENTARY AGRICULTURE AND HORTICULTURE.

The object of this course, as defined in the syllabus, is "to train teachers in the scientific principles and practices of modern farming, so that the country or village school may adequately sympathize with and direct the life interests of country boys and girls."

There are about five thousand rural schools in the Province, attended by about two hundred and fifty thousand children. By far the greater number of these finish their schooling in these schools and follow farming as their life work. If country teachers can be equipped to arouse the interests and direct the activities of those who come under their charge much good may result to the greatest of our industries, agriculture, as well as to the individual worker. By this method, agricultural education will proceed naturally with the child, and not, as too often it proceeds, unnaturally with the grown-up. This is the pedagogic basis for the effort.

How this plan is to work out, is still more or less of an experiment. But from the success which has attended isolated attempts in a few schools, much is to be expected. In other Provinces or States where the problem is being grappled with, Ontario's plan is the one followed, and the agricultural colleges are supplementing the work of the Normal Schools. It must be realized, however, that the whole field is not being covered by furnishing ninety-two teachers each year for the five thousand schools. The work is only at its beginning, and the future will necessarily see larger developments. In the meantime the way is being cleared.

Success in this new departure rests largely with the teacher. Trustees and inspectors may do much by encouraging and directing, but on the teacher will fall the chief task of bringing agriculture into the work of the school. How will she do it?—for there are practically no male teachers for country schools forthcoming from the training schools now. How will she do it? It will not be by any academic method, such as might be followed with a text-book. That method has been tried and largely discarded. It will rather be along the lines of the observational, the practical and the experimental. The children's observations will be directed to the manifold things that lie about them at their homes or in the neighborhood. Interests will be aroused in the trees, the insects, the birds, the weeds, the cattle, the crops, the farm machinery, the farm operations. Lessons will be given on identifying the weeds and weed seeds, on recognizing soils, on testing seeds, on propagation of plants. Experiments will be carried out in garden plots on the value of manuring, the growing of seedling forest trees, the value of mulching, etc. There is no end to the things that may enter daily into the interests and work of the school. But apart from the school work, the teacher will wield an influence out of school of immeasurable benefit. Her visits in the home, her talks with the boys and girls



Teachers' Normal Class in Elementary Agriculture and Horticulture.