

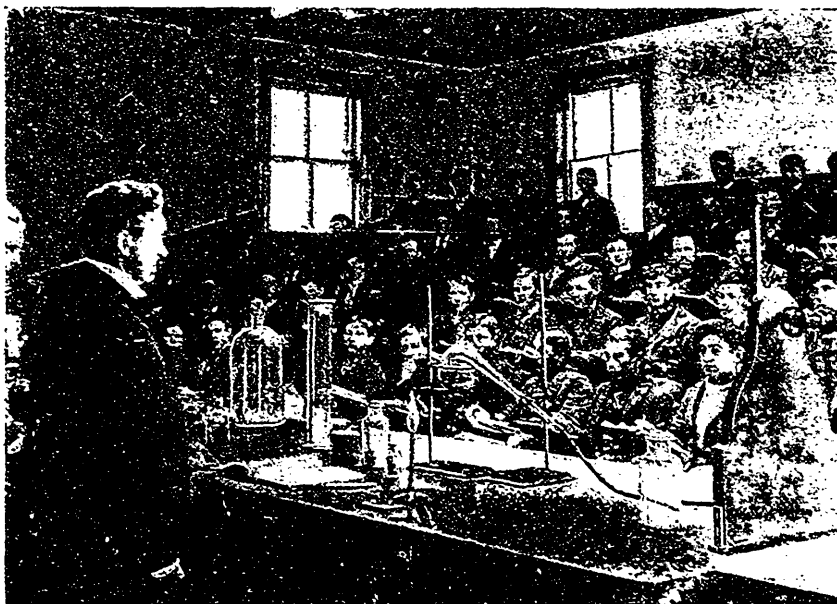
THE USE MADE OF THE EQUIPMENT.

The use made of these magnificent appliances by the various instructors is, on the whole, we believe strictly in accordance with modern educational methods. Of course all the instructors complain of the shortness of time which the students can be under them. This is unfortunately a well-grounded complaint; but it is one that cannot well be remedied in these days of business depression and keen competition. It is not likely that for some time to come students will be found willing to spend more than two years on this part of their education. The greater, then, is the need that the instructors of the college should discard antiquated methods of instruction and make use of rational ones suited to their necessities. What should be aimed at is not the imparting of a wide range of knowledge, *but the setting the students in the way of acquiring knowledge for themselves.* If a student is sent out from the college trained to observe, and think, and experiment, and reason correctly for himself, it is a hundredfold better than if he were sent out with a much greater range of knowledge, but not trained to observe, to think, to make trial, to reason. The curriculum laid down for the two years' ordinary course is, no doubt, a full one; and none but the brightest students can be expected to cover it wholly in the time prescribed. But that is no reason

why even students who are not so bright should not receive the wholesomest sort of benefit from attending the college. If they learn to observe, to think, to make trial for themselves, to reason correctly, in *only one department* of the whole curriculum, that in itself will be an invaluable education for them.

MORE FREEDOM IN THE CHOICE OF COURSES DESIRABLE.

We fear, however, that, as in so many educational institutions, the staff of the Ontario Agricultural College, in spite of all their progress towards educational enfranchisement, which certainly is considerable, are still slaves to some extent to the old-time examination-fetich. Unless a student makes a certain average percentage all round he must not be allowed to proceed to higher things. This idea is wholly irrational and out of place in a modern educational institution. As well expect a Hereford cow to show the milk production of a Jersey, or a Minorca hen to be equally good at setting as at laying. The *only bar* there should be to a student's progress along any line he wishes, and for so long a time as he wishes, is idleness or mischievousness. A lad may come to the college very poorly up in English or in mathematics, but he may have the natural gift of original observation in him, which, if given a chance, say, at horticultural work, may lead to



Class-Room Work in Chemistry.

Professor Shuttleworth, in the general lecture-room of the new Chemistry Building, demonstrating a lesson to first year students on the properties of gases. The profile of Mr. Harcourt, Assistant Chemist, is also to be seen.