

THE ONTARIO AGRICULTURAL COLLEGE AS A MODERN EDUCATIONAL INSTITUTION. SOME OBSERVATIONS AND SUGGESTIONS.

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Educational methods in progressive institutions of instruction are by no means what they were twenty or twenty-five years ago. Just as there have been improvements in the art of farming, of stock-raising, of fruit-growing, and of every other art, so have there been improvements in the art of education. For, of course, education

is an art, like every other practical effort of the human mind. Not the principles which now underlie the art of education are different from what they ever were. Principles are eternal, and exist from the beginning. It is only that, as the world makes progress, these principles are better understood, and men are able to make a wiser application of them. With respect to the great principles which should underlie all good educational effort, modern educationists believe that

they understand them better than their predecessors of twenty or twenty-five years ago, and that they try to follow them out more closely.

MODERN EDUCATION.

The cardinal feature of modern educational methods, as compared with those in vogue a quarter of a century ago, is the training of the

mental faculties by constantly engaging them in some practical effort; and the nearer this practical effort can be made to coincide with the sort of effort which the student has decided to devote himself to in after life, the more valuable is the educational result produced.

A boy goes to an agricultural college, for example, with the avowed intention on his part to pursue in after life some branch or other of farming. It is needful, of course, that his mental faculties be trained to the highest degree possible in the time that he has to spare for this education.

Now modern educationists assert (as distinct from their predecessors) that this mental training can be given to him with an entire reference to his future occupation; and not only so, but that it is *best* given him when the correspondence is



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made the closest possible; and still farther (and this is the most important point of all), that in his study of the scientific principles of farming he shall also all the time be acquiring a practical experience in the best methods by which good farming is to-day carried on; and be constantly illustrating his scientific knowledge by the experi-