

needs, has received much of this attention. Even Great Britain is waking up to the need for the agricultural instruction of its rural population; for many years it has made in its characteristically unsystematic way a very fair amount of provision for the manual and technical instruction of those engaged in the mechanical trades; in many of the counties, similar efforts, but better thought out and more systematic, are now being directed towards agricultural education. Canada has excellent agricultural colleges, and is carrying on the training of its rural teachers so vigorously that in a short time it will have quite an army of instructors skilled in the teaching of agriculture and of domestic science—although, at present, I imagine that even in Ontario, the centre of this activity, nature-study and elementary agriculture are taught in a smaller percentage of schools than in New Zealand.

The Ontario Agricultural College at Guelph, which has for years stood high in reputation as an institution giving a high standard of training in agriculture, has linked with it the Macdonald Institute, where women are trained as rural teachers, particularly in domestic science; and its influence in stimulating work in nature-study and agriculture among teachers is very great. The establishment of the Macdonald College, at St. Anne's, near Montreal, with its threefold institutions—namely, agricultural college, college of domestic science, and college for the training of rural teachers—may be taken as a sign of the times. It is under the control of Professor Robertson, has been endowed by Sir John Macdonald with two and a half million dollars for land, buildings, and equipment, and with two and a half millions more for maintenance. With the strong staff it possesses, and its laboratories for nature-study, botany, chemistry, physics, animal anatomy, and so forth, it must soon produce a marked effect on the farming industry of Canada.

These instances are quoted in a general way to give emphasis to my recommendations set forth in the remarks on the scheme for agricultural education indicated in the diagram. This scheme does not involve a radical revolution or the establishment of a large number of new institutions, but merely the expansion of the work of those we already possess, and a proper co-ordination of the several parts with one another.

After seeing the various schemes of agricultural education in various countries, I am of opinion that we have at present nearly all the machinery for a complete system suited to the circumstances of the country. The steps in the various ladders from the primary school to the agricultural expert with the degree of Bachelor of Agriculture or Bachelor of Veterinary Science, or the trained farmer, are shown in the following diagram for a scheme of agricultural education in New Zealand.