

and occupations of the country. It could be applied to arithmetic. Mathematical problems should bear on facts worth knowing and have some application to life in the district where the pupil lives. They might deal with the cost of farming operations, the cost of erecting simple buildings, etc. Agricultural instruction might be applied to the teaching of geography, that is to the teaching of such subjects as climate, prevailing winds, rainfall, etc.

If teaching should be done on the principle "from the known to the unknown" then the most effective way of educating the country child would be through agricultural instruction, by building up on the experience and knowledge of the child.

Mr. Albert Leake, in his work, "The Means and Methods of Agricultural Education" answers very effectively some objections to vocational agricultural training in the elementary schools. It is argued that the pupils are too young and immature to appreciate and understand the elementary facts of agriculture. This argument can be applied to almost every study in the curriculum, to mathematics, English, &c. There are many abstruse mathematical problems, but their existence is no argument against teaching elementary arithmetic. Another objection advanced is the immaturity of our teachers. Here the same answer is made, inexperienced teachers cannot teach agriculture as it is taught in the agricultural college, neither can she teach English as it is taught there, but this is no argument against her teaching English at all. It is contended that any teacher who can teach history, grammar, etc., well, can teach agriculture well.

(To be Continued.)

HEALTH WORK IN SCHOOLS

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The period included in the early school life of a child is one the importance of which from a health point of view can hardly be overestimated.

In many ways this may be considered a transition period in the individual's existence. Previous to this, it has enjoyed to a great extent the protection afforded by a more or less secluded home life. Its opportunities for meeting freely other children of approximately the same age are limited. It is not so much exposed to danger of infection, and the close supervision given it in the home by the mother gives it a measure of oversight and protection which though varying in degree in different communities and in different grades of society, is none the

We have pre-vocational agricultural training in the nature study of our common schools. This work is of undoubted value and should receive the intelligent and hearty co-operation of all. Nature study though is not

sufficient. It is a method of study rather than a subject less appreciable.

Following its entry into school life these conditions are much changed. Mixing freely with children from all grades of society, the protection which its somewhat isolated condition in the home afforded is at once lost. It now spends a large portion of each day in the school away from the mother, who might have noticed in the home environment the onset of conditions likely to prove detrimental to the child's development. It is therefore but to be expected that the changed condition would be reflected in the results which experience has recorded of the increased sickness and disability, incident to this period.

At a later date the element of self protection will have been taught in the school of experience, if by no other teacher, the importance of measures taken to ensure the preservation of health and have attained at least a rudimentary knowledge of how best to protect itself. The period during which inspection of children in the schools takes place is this transition period when home supervision has to some extent been withdrawn and before the lessons of self preservation or self care have been painfully learned.

This too is the child's development period. In it structural changes are most rapid, and interference with normal healthy growth, unless noted early and promptly remedied, may leave results which will endure permanently.

Surely during this period as during no other in its existence is the individual in need of the closest supervision if a healthy and safe entrance into young manhood and womanhood is desired.

School should not be merely a place where the alphabet is learned. Preparation for future citizenship demands attention to many other requisites than the mere acquisition of this knowledge. Instilling into the receptive minds of the young the elementary laws of health may be of greater importance in after life than the ability to add a column of figures. The removal of defects which hamper a child's physical development has a tremendous influence in the encouragement of its mental and moral development as well.

The ends which are attained by a thorough and systematic examination of school children include the following:

1. Detection of infectious diseases at an early stage in order that adequate measures may be taken for the prevention of their spread. This applies not only to the diseases which we are wont to term children's diseases, comprising the various forms of acute infectious trouble which periodically visit the various communities, taking their quota of human lives and leaving in their wake a varying number of children who as the result of their