

fulness of our schools by the extent to which we have kept the distinctly useful out of their work.

In the past, too, our schools, primary and secondary, have been looked upon as places to prepare pupils for some brilliant calling away from the farm and the shop. They prepared for college and for the so-called learned professions. It is now recognized that these schools should prepare the rank and file for life as well as the favored few. They should appeal not only to the bright boy who intends to be a doctor or lawyer but also to those who have less taste for book work. We should have more vocational training.

A Massachusetts Commission on Industrial Education appointed in 1905 reported that thousands of children were out of school because they and their parents felt that the schools had nothing to give them that would help them to earn a living. They did not attend the High Schools because they were run for the benefit of those who were to follow professional careers and not for those who were to enter industrial or agricultural life.

According to Professor Thorndike, in *The Elimination of Pupils from School*, the dropping out of school in early grades is due to lack of vocational training. He finds that only 37% of those entering first grade of the common school continue into the first year of High school; and of these 37% drop out at the end of the High school. The main cause he contends is the nature of the High school studies.

In Nova Scotia about 90% of the pupils never enter High school. It is probable that one main cause for this condition is the fact that our curriculum does not appeal to the majority of our boys and girls. Some vocational agricultural training it is believed would hold our children longer in school. Mr. Frederick Fish, Chairman of the Massachusetts Board of Education, has well stated the case for vocational training when he said: "If the vocational school were of no value except as a device to keep at school for an additional two years those who would otherwise go to work prematurely, its existence would be justified."

Many a boy has failed or not kept pace with the bright, bookish boys for whom our curriculum is suited and becomes discouraged. He drifts into agriculture with a sense of inferiority, a sense that has most baleful effects on its victims. Did he have a chance to study subjects for which he has an inclination, or were he allowed to travel at the pace suited to his powers, he would not have been discouraged, he would have undertaken his life work with more enthusiasm.

We should make better provision for our non-bookish boys and girls. We must develop the latent powers of all our children. It is as important to develop human power as it is to develop material powers. It is probable

that more agricultural training would bring out hidden sources of power among our country boys and girls who do not take readily to abstract work.

Our school curriculum, of course, cannot be made to suit every individual. To get perfect results we should have a different course for each individual pupil, for no two pupils are exactly alike. Still it seems to me that our High school curriculum at least should be so arranged that it will suit classes of pupils if not each individual. We may divide pupils into two main classes, those who show an aptitude for professional studies and those who show an aptitude for industrial or agricultural work. In an industrial community, the High school should give students a chance to prepare themselves for industrial activity, in an agricultural community for agriculture.

Primary education, no doubt, should be concerned with essentials and fundamentals. It is the education that precedes any attempt at differentiation. At the end of the seventh grade, however, a large number of children show that they are unfitted for a professional career. Studies which involve power of mind to grasp abstract ideas and processes involved in mathematics, language, science, etc., are unprofitable to them. Those should be given an opportunity to get industrial training of some kind, and especially in this country agricultural vocational training.

Dr. Lyman Abbott has said: "Education should be adapted to the present conditions and the prospective needs of the people. The growing recognition of this truth has created optionalism in education, has added industrial training to academic instruction, has provided as never before for woman's education."

*The specific aims of vocational agricultural training for the pupil are, (1) to give the pupil who intends to become a farmer preparation for wholesome and successful farming and country life; (2) to give the skill and knowledge necessary to the control of plant and animal production to the end of economic profit; (3) to correlate such education with other education so as to produce an educated country gentleman who can appreciate and enjoy the best things which civilization affords.*

The teaching of agriculture many believe should begin in the elementary schools, because about 90% of boys and girls do not continue beyond the fifth or sixth grade. This can be done without adding much to the present curriculum. Some matter of the present subjects might be omitted and the rest changed so as to do the work of vocational instruction. Bailey has said that "each of the common branches can be so reorganized as to revolutionize agriculture within ten years."

Agricultural instruction might be applied even to the teaching of English. This could be done by having the pupils describe common objects, and the activities