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and to the problems of a basic industry. The agricultural work furnishes a core about which are grouped in a vital way the fundamental conceptions of elementary general science." (U. S. Bulletin, 1913, No. 14).

The question arises as to the best method of giving vocational agricultural training to pupils of high school standing. In several States of the United States, especially in Georgia, special county agricultural schools were established, but their success is in doubt. Many think that the ordinary high schools are the best places in which to give this kind of vocational training. In the public high schools, vocational training is organized in close connection with the general high school course. Approximately one quarter of the school time is given to the vocational subjects and three quarters to the academic or general subjects. A teacher with special training is in charge of the agricultural department of the high school and usually devotes the summer to supervising the practical work of the students.

In agricultural vocational training practical work is of the utmost importance. It is important for several reasons: it gives motive for school work otherwise meaningless and uninteresting; it renders more positive and lasting the results of instruction; and it appeals to the boy's love of activity. In no case is learning helped by doing so much as in agricultural vocational training. The science of agriculture becomes the real possession of a student only when he has worked out his principles in successful farm practice.

A certain school in a large city gives courses in swimming without any practice. The school gives instruction in all the motions necessary to do expert swimming. Some one asked a student of the school how he succeeded in swimming when he first went into the water after graduation. His laconic reply was "sunk."

A good way of combining practice with theory is the home-project plan. Under this plan the teacher outlines certain definite agricultural projects to be carried on at the homes of the students as a part of the course in agriculture. The home project may be of a productive nature such as the growing of a field of potatoes, or it may contribute some element of improvement about the farm such as constructing a concrete walk or planting and nurturing shade trees. The home project plan has this advantage that it is unnecessary for the high schools to maintain expensive equipment in land, implements and animals for the satisfactory teaching of agriculture. This plan gives opportunity for farm practice under actual and practical conditions. It is linked up closely with the home and thus helps the school instruction to function in

everyday life. It benefits not only the pupils but parents and the whole community.

There are many other methods of carrying on vocational agricultural instruction but I shall refer merely to the ones recommended by the Dominion of Canada Royal Commission on Industrial and Technical Education. This Commission recommends for Canada (1) that the teachers and the courses of the elementary schools be faced aright; (2) intermediate rural classes or schools for pupils of both sexes from thirteen years of age upwards. The courses in these schools or classes would be two-year ones. (3) Rural High Schools with a four-year course. During the first two years the courses would be the same as those of the intermediate schools or classes. (4) Resident or travelling county instructors for farming and housekeeping. (5) County agricultural and housekeeping schools for young men and women from seventeen years of age upwards. These would be somewhat similar in purpose and organization to the Danish Agricultural Schools, and (6) agricultural colleges to provide leaders and experts.

It may be difficult to determine what is the best method of imparting agricultural instruction to the youth of our Province, but some method we should adopt. The cost may seem to be prohibitive, but I have no doubt the results would more than compensate for the cost.

Vocational agricultural training will give more definite knowledge with regard to better ways of living. It will make contributions toward the improvement of sanitary and health conditions of the home and to community life. It will create a better attitude towards science and education by revealing to the farmer the results that follow from the study of scientific feeding of animals that will help in getting better ways of living at home.

The teaching of agriculture should result in a greater appreciation of the fine arts. The art of landscape gardening has in it all the essentials of a fine art. "It may be the adequate expression of a genuine emotion, using the finest materials in all creation, the grass, shrubs, flowers and trees. It should result in more beautiful countrysides and towns, the state of the stat

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Vocational agricultural training should bring about greater co-operation among the farmers. The farmer is inclined to be an individualist, relying on his own unaided efforts to eke out a living. Agricultural training should lead directly to rural co-operation and organization. It fosters boys and girls clubs, it teaches co-operation in buying and selling, in combating insects and diseases and in general rural improvement.