

The Educational Review looks forward to the year 1921 with courage and enthusiasm because of the kind support of its many friends and patrons.

Each Teacher's Responsibility.

During the past year something has been accomplished in each of these Atlantic Provinces toward the improvement of teachers' salaries. All public spirited citizens feel that the ideal has not yet been attained. The Teachers' Unions are doing their share to develop sentiment in favor of this imperative social need. Does the individual teacher have any responsibility in this matter? Her first duty is to join the Teachers' Association of her Province, to align herself with the organization which is striving to gain an adequate salary for each teacher, a more satisfactory pension system, and more adequate representation of teachers in matters which concern them.

The second, and perhaps more vital responsibility, is that each teacher strive to raise the standard of professional preparedness. If teachers' salaries are to make and maintain the desired advance, the standard of pro-

fessional fitness must be raised. The public will soon ask improved work proportional to the advance of salary.

Many of our teachers have had no training beyond their Normal course save some desultory reading. There are Summer Schools in these Provinces which will add much to the teacher's training. There are Summer Courses in several large Canadian and American Universities prepared especially for teachers. There are Correspondence Courses offered by many Colleges and Universities, which cover a large part of the course, requiring only one year's work in residence to gain the bachelor's degree. If these suggestions be too ambitious there are excellent books which may be read with profit by any teacher, however extensive her experience. Each teacher should subscribe for at least one professional magazine and one good general magazine. Aside from these purely professional means of training, there are the masterpieces of literature which broaden one's thinking and deepen one's culture. An intimate acquaintance with many such books will do much to improve the teacher's professional fitness for her task.

VOCATIONAL TRAINING IN AGRICULTURE

Rev. D. J. McDonald, St. Francis Xavier College, Antigonish, N.S.

The function of education is "to fit us for complete living." It should help us to lead good, public-spirited, Christian lives; it should enable us to appreciate and enjoy beauty in art and in nature; it should help us to make the most of our powers, physical and mental. Two kinds of training are necessary to get these results, namely cultural training and vocational training. Through vocational training we are helped to get the means by which we live; through cultural training our imaginations are stimulated, our outlook is widened, our social sense strengthened, our joy in life increased. By vocational training we live; by cultural we live abundantly. Through vocational training we get agricultural, professional, and industrial intelligence; through cultural training we get esthetic, moral, and spiritual skill.

Both then are necessary. The educational system of any country should make provision not only for cultural training but also for vocational training to enable the people to get a fair share of the necessities and comforts of life. People must live, not merely exist, before they can devote any time to culture. Culture came only when people learned how to get a surplus of goods—something over and above what is necessary for mere existence. It would seem to be a case of putting the cart before the horse to give cultural training and make little or no provision for vocational training. What is the use of cultural training if the people have no leisure time to think of anything but their business. Let us first shorten the

people's work days, let us first lighten the burden of getting the necessities of life through vocational training, and then the people may profit more from cultural training. Without vocational training there can be little progress in cultural training; without cultural training there can be little value in vocational training. Ruskin says: "Life without industry is guilt, and industry without art is brutality." Every man should have an education, cultural, which will liberalize and broaden him, and one vocational, that will fit him to carry on his avocation in life.

The educational system of any country should be directly and helpfully related to the occupational life of the people of that country. The schools of an agricultural country should make provision for fitting its people for farming. They should bring to the community as much of science as is possible, to make the people use their powers most efficiently. Surely no one will contend that our farming population is using its powers to the best advantage. A little training in scientific farming would enable our people to produce more wealth with less expenditure of time and labor. This in turn would give them more time for cultural training. The quickest way to get more culture among our rural people is to give them more vocational, agricultural training.

Vocational training in the schools has been looked upon with distrust. We have been afraid of education that is useful. Strange to say we have judged the use-