

cational aim in view, starts out with this valuable truth that the development of the child is more important than the information with which his memory may be loaded. Now the mental development of a child naturally follows the satisfaction of his desire to know the whys and wherefores of the facts, especially when the knowledge comes through his own research. I heard a speaker, emphasizing the vocational side, say to a body of teachers that if the class asks you why the mixture in the Babcock bottle becomes hot tell them not to mind that; make them expert in the art. This seems pedagogical heresy; better not to trouble with Babcock's test at all than to use it to quiet the spirit of investigation.

The true teacher would say: I am glad that you asked that question; I do not know the reason myself, but now that you have asked it let us both try to find out. Work ceases to be drudgery when the worker's attitude towards it is inquisitive, experimental, interested. It should be kept in mind that the elementary school is foundational and not immediately vocational in either city or country. Agricultural nature study in the public school bears the same relation to farming that manual training does to carpentry; it is good for everybody whether for life on the farm or elsewhere.

No child is old enough to study agriculture who is too young to study it by laboratory method. That is where the importance of gardening is determined. A school garden is not a good laboratory without weeds and insects, fertilized and unfertilized plots, plants too close to each other and too far apart, in short

without the exhibits of mistakes and their corrections. The proper use of the school garden is not to produce big cabbage-heads but well-developed children's heads and bodies too. Hence in the school garden there ought to be plots for single pupils or small groups of pupils and larger experimental plots for which the teacher and the school as a whole are responsible. In rural schools there is opportunity for nearly every pupil to have a home garden and here is the place for the application of lessons learned in the school garden. The home garden should be as large as practicable, clean and well cultivated, and well filled with well-grown vegetables and fine flowers. The teacher should have detailed knowledge of and interest in all the pupils' home gardens. It is from these that the articles for exhibition at the school fairs should be taken.

The Agricultural Project.

The home garden, the "agricultural project," and the school fair can be intimately related. They have large educational possibilities if rightly managed; indeed the combination can then hardly be rated too highly. There is, however, occasion for a word of caution. Every up-to-date speaker and writer of school management lauds co-operation in contrast with competition as a motive in social and moral education. The school fair is stressing rivalry and competition so strongly that in some instances the stories of dishonesty among competitors have travelled farther than the reports of the merits of the articles exhibited. One would like for once to attend a school fair tingling with the spirit

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