

steins with Shorthorns. The sympathetic, first-hand study of a useful farm animal that responds to human care and kindness and that can, like the children themselves, be hungry and afraid, can get angry and fight for its young, is incomparably better for public school grades than speculating on the prospective profits of preparing it for the butcher's block.

It is one thing for teachers to acquire knowledge of crops and animals, soils and insects from manuals and lectures, but quite another thing to learn how to use this knowledge for the education of public school children. If we had agricultural high schools with ample areas of land and farm buildings, in these we might very well attempt vocational agriculture. In the public schools there is very little of agriculture that cannot be taught and should not be taught with a liberalizing and socializing aim as nature study, granting that the term nature study is properly understood.

Agriculture and Nature Study

In the Report on the Agricultural Instruction Act for the year 1917-1918 we are told that "in Ontario agriculture and nature study are two distinct subjects," while "in British Columbia elementary agriculture is regarded by the educational authorities as occupying a dual position. (1) for its own sake as a preparation for practical work in farming, (2) for the broader educational or disciplinary value. In the lower grades the latter aim is obviously most important and the former merely incidental, while in the advanced and high school grades the order is reversed and the scientific and econ-

omic viewpoint are uppermost. In the lower grades the work begins as an intimate personal study of environment, more or less informal in its character and closely adapting itself to those interests that predominate in the developing child's mind. In other words, the study of the forms, forces, and relationships of the child's natural environment afford the logical and proper basis for further advancement along the line of agricultural study. In this sense elementary agriculture is merely applied nature study. The agricultural work of the public schools, which includes the entire programme of nature study and school gardening, is the logical antecedent of a more scientific study of agriculture in the high schools."

Every student of the pedagogics of agriculture for children in the elementary schools will certainly endorse the British Columbia attitude. Indeed it is hard to see why some of the promoters of agriculture in the public schools are so much afraid of its being confused with nature study. Making lists of topics that can be taught as nature study which are not covered by the term agriculture proves nothing to the point. It is easy to make a list of agricultural topics that can be taught and should be taught as nature study; and, for children living on the farm, by the time this list is completed it will be found that as much time as can be spared for nature study is taken up. In this way good teaching in both subjects is economically provided for.

The Development of the Child

The manual on this subject, although written mainly with the vo-