

supervised home-gardens in cases where school-gardens are not practicable:

(6) School- and home-gardening work to be supplemented where possible by occasional excursions for the purpose of studying improved methods in gardening, fruit and grain growing, dairying, live stock and poultry-raising, etc.:

(7) Agriculture to be included as an optional subject in high schools, to be taught in each case by a man specially

will be seen that a satisfactory beginning has been made. In a number of cases School Boards that had no definite appropriation for this work in their regular estimates for the year went so far as to secure the necessary additional funds in order to get the work started. The number of schools to engage in the work this year would have been very much greater if financial conditions had been more normal. The present condition of financial stress

#### Agriculture in High Schools.

Mention has already been made of the fact that the policy of the Department with reference to agricultural education includes the teaching of agriculture as an optional subject in high schools, and the further use of the high school as a centre for extension classes in agriculture. This new move, together with a High School Course in Domestic Science and Manual Training, cannot be otherwise than beneficial to the province. It illustrates the modern tendency, which is growing stronger every year, to make the high schools serve the people in a much broader way than in the past. They are thus destined to become the most valuable educational agency in the province, in helping young people first to find their own best life-work, and then to definitely prepare for it.

This new branch of study is just now getting under way in connection with the high school at Chilliwack. Mr. J. C. Readey, B.S.A., formerly soil and crop instructor for the province, has been placed in charge of the work. He has just organized the first class of regular high-school students, numbering eighteen. They take all the regular high-school work in addition to their agricultural classes, with the exception of foreign languages, which are optional for students taking the classes in agriculture. If they so desire, they are permitted to take up the study of one foreign language as a bonus subject with agriculture. The marks secured on examinations in this subject over and above 50 per cent are credited on their general totals. They are thus given recognition for extra work done.



The first school-garden at Kaslo, B. C., made in the heart of a heavily wooded area.

qualified in agriculture, and having, if possible, approved standing as a teacher:

(8) Extension classes in agriculture to be conducted in such high schools by the agricultural specialist for the benefit of the young men of the district who are not regular students in the high school:

(9) A general supervision of the work in rural science in the public schools of the district or municipality adjacent to the high school to be exercised by the agricultural instructor in such high school, and who will be known as District Supervisor of Agricultural Instruction:

(10) The establishing of a Provincial Schools Nursery for the propagation of trees, ornamental shrubs and herbaceous perennials suitable for planting in school-grounds.

The general distribution of this circular to teachers and School Boards brought forth a large number of inquiries as well as a large number of applications for assistance in the starting of school-gardens and in the improvement of school grounds. About 100 School Boards made application for assistance, some for school-garden grants, some for grants towards school-ground improvement, and some for both. A large number of small gardens have been established during the year, and about sixty gardens that have complied with the requirements are eligible to receive grants this autumn. In about thirty schools grants will be given for grounds improvement in accordance with the conditions stated in Circular No. 1, although many other schools have accomplished a good deal of work by way of grounds improvement. From the standpoint of the amount of interest manifested by School Boards generally, as well as from the standpoint of the investments made in the establishing of school-gardens and the improvement of school-grounds, it



The Maypole dance. The modern school-ground combines beauty with utility and recreation with education.

has not been without its compensating benefits. One of these is noticeable in the changed outlook of the people. They are coming to place a higher value upon the investment of their own honest labor. Where no funds were available to pay for improvement work on the school-grounds, the men of the district came forward and did the greater portion of the work voluntarily. In so doing they were contributing to the welfare of their own community as well as to the advancement of their own young people.

An extension class in agriculture, composed of twelve young men of the district between the ages of fifteen and twenty-five, has just been organized. They will meet either in the agricultural class-room in the high school or at one of the farms in the immediate district, where a series of first-hand practical studies will be carried on which will deal with every phase of agriculture and practical farm management. A suitable class-room is being fitted up with adequate equipment for the teaching of agriculture. It is intended that these