

just in proportion to the ability of the farmers as a whole to understand, appreciate, and use their discoveries, and a high degree of such ability can come only through education of the proper kind.

Another point: Not only should the school in its purpose and method be native to its environment—it should be, particularly in the case of the country school, the vital centre of the community which it serves. As it should educate in terms of the actual affairs of the people, it ought to take a leading part in the interests of the people. As an example in point, I should say that any experimental work which is undertaken in the school districts should be as far as possible associated with the local school.

You may infer from what I have said that in agricultural districts the aim should be to have all the education of a kind that might be described as "agricultural," and that is, in truth, what it amounts to, but not in any strict or narrow sense, or what the pedagogue would call purely vocational. Using the facts and experiences of his environment as a means of cultivating his faculties does not necessarily imply a materialistic or technical type of education. The latter must come after the foundations of education have been broadly and liberally established, and the pupil is destined to earn his living in some way which would warrant a specific education combined with a certain amount of definite instruction in agriculture.

How these aims may be achieved is set forth in a scheme of agricultural education for New Zealand prepared by Mr. Hogben and submitted to the General Council of Education on the 30th June, 1915. So far as the future of a rational primary-school education is concerned, there should be no difficulty, provided the education in district high schools and in high schools of the pupils who are to be the teachers of the future is on the right lines. In the district high schools an agricultural course is provided which is perfectly sound in conception provided it is duly and efficiently executed. That something is lacking would seem to be suggested by the context of remit No. 11 on your present order paper.* To a large extent the agricultural science portion of the curriculum is carried out by itinerant agricultural instructors, and this, to my mind, is by no means a satisfactory arrangement. The agricultural teacher should be a member of the staff. There are reasons why this should be so which are hard to explain, but the chief con-

* The remit (from Feilding Agricultural and Pastoral Association) was as follows: "That at each high school there should be a small area of land suitable for farm experimental work, and that a science master should be attached to such school to supervise the agricultural education of the scholars and work in connection with the Department of Agriculture."