

sideration is that science studies, including agricultural studies, are not of a nature to permit of satisfactory progress under the itinerant-instructor system. Moreover, it is not instruction that is wanted, but education, and under this requirement the itinerant system is rather apt to break down.

I do not think that the best results can be achieved until each high school has its own teacher of agricultural science, helped out perhaps by the visiting instructors; and the great need underlying the whole organization is a means of educating and training those teachers before they enter upon their work. How this is to be brought about is for the Education authorities to say. It has been suggested that an agricultural college is the solution. Mr. Hogben suggests that instead of going to an agricultural college some of the teachers might go to the experimental farms of the Department of Agriculture if that Department could arrange to receive them. It appears to me to be quite certain that, not for this end alone but on other grounds, a high degree of co-operation should be established between the two Departments. All additions to our knowledge arise out of research and experiment, consequently it is from research and experiment that the teachers of agriculture, in whatever capacity, must draw their knowledge and inspiration. On the other hand, their ability to conduct investigations, experiments, and research postulates a certain kind of education for the experimenters and research men. The two interests are most intimately and inseparably bound together, and only by the closest co-operation can any great achievement be brought about. To sum up the matter in its educational aspects I would state the following points:—

(1.) The Department of Agriculture should strengthen its organization for research, investigation, and experiment by rearranging and co-ordinating the machinery at present at its disposal for that purpose. This the Department is endeavouring to do.

(2.) If practicable and possible, the Department of Agriculture should arrange provision for a certain number of teachers destined for agricultural-science work in district high schools to enable them to associate for a time with its specialists, and to receive instruction and bias towards agricultural science from them.

(3.) For reasons which I shall endeavour to explain later, the Education Department might extend its scholarship provisions to one of the institutions of the Department of Agriculture, in order that young men of adequate education might be available for training thereat, with a view to subsequent employment as field officers of the Agriculture Department, or as agricultural instructors under the Education Department.