

science. In the American view, both men and women should be equally interested in farm life, and if training is necessary for the one it is equally essential for the other. Consequently regular four-year courses of instruction are provided for women, just as courses in agriculture are provided for men. Ninety-five per cent. of the women of America become home-makers sooner or later in their career—some of them become home-breakers too! For that reason, home-making, with all that it implies, forms the principal subject of instruction for women. The object is to teach the principles underlying the proper administration of the household, and to study foods, hygiene, nutrition, dietetics, textiles, clothing, and household management.

The equipment is usually very complete. Laboratories are fitted with gas-stoves, and gas, coal, wood, and electric ranges. Each girl is provided with a kitchenette, where her work in cooking is done. A practice cottage is associated with every course in home economics. This is usually a six-roomed house, furnished and equipped to accommodate five or six students and an instructor in charge. The furnishings are simple and typical of the average American home. The purpose is to provide an opportunity for students to gain practical experience in managing a household. The students are responsible for the planning, preparation, and serving of the meals, marketing and household accounting, and cleaning and laundering of the household linen. Emphasis is laid on the importance of a proper system of keeping household accounts. Each girl becomes in turn hostess, cook, waitress, maid, and laundress of the cottage. A feature of the course is the efforts made to reduce drudgery in the farm home to a minimum by the use of various types of labour-saving devices, and by the wise planning of the kitchen and kitchen equipment.

The number of students taking courses in home economics range from three hundred to a thousand, according to the size of the college and the number of its rural population. . . . The old idea that anybody can farm and that anybody can cook and manage a home has well-nigh disappeared, and with it the idea that farming means ploughing only, and that the activities of the home are fully represented by the making of hot scones. The schools of home economics have dignified labour by sending forth from their halls not merely cooks, but educated women who, because of their knowledge and skill in the practices and principles of the arts of the home, are able to use them as a means of expression for their best endeavours.

The Americans believe that for the young man who takes up farming an agricultural education is especially necessary. He faces more difficult problems than any preceding generation of farmers. He must go on to land many times more valuable than his father first occupied, and at the same time this land has lost much of its fertility. He must fight against more destructive insect and fungus pests and animal diseases than any farmer preceding him. He faces new problems in management and marketing. He must face these problems not only with experience, but with science as his ally and intelligence broadened by the best education.

In addition to the fifty-three colleges, agriculture is being taught in four thousand high schools and one hundred thousand elementary schools. America began her agricultural instruction in the colleges and universities. When a supply of highly trained teachers of agriculture was available agricultural education was extended to the high schools. Then, when the elementary teachers had received a training in agriculture, the subject was brought into the elementary schools.

INVESTIGATIONAL WORK.—THE EXPERIMENTAL STATION.

Agricultural investigation and research work is regarded both in the United States and Canada as a necessary and vital part of any system of agricultural education, and must form the basis for framing a sound policy for future agricultural development. The American experiment stations were founded by the Federal Government in response to a desire for aid in solving problems in American agriculture, and to perfect methods of improving agricultural practice. There are sixty of these experiment stations, and the average expenditure on each is £18,400 per annum.

Some idea of what a single experiment station has accomplished during the last century may be obtained by considering the results obtained at Wisconsin. It is demonstrable that the added wealth of the State of Wisconsin each year, as a result of the activities of the experiment station, is many times the whole appropriation made by Wisconsin for agricultural education. Of the seven tests widely used