

Men that are skilled in the trades and professions became such by study and practice. Book-learning is a failure if practice does not follow the study every day. The lessons in agriculture and farm practice will go hand-in-hand. One can best learn to swim by taking his lessons while in the water, so the children should learn agriculture by doing some work on a model school farm. Better farm practice would be carried on in the homes of the district if a model farm was conducted in their midst.

Farmers' clubs and children's clubs for the advancement of agriculture would be properly looked after the year round. A full record of farm operations would be kept of the school farm. This would give the pupils a knowledge of farm accounts.

Co-operation in the district would be very beneficial in many ways. Chickens are profitable, but not many farmers feel that they can spare the time in the spring of the year to look after the hatching of the chicks. The school should handle a co-operative hatchery that would supply the community with chicks.

A gasoline engine would be necessary to pump water into the tank on the farm, so why not have this engine serve the community in many ways while the boys and girls are receiving valuable training? One of the hard tasks of the home is the family washing. A co-operative laundry would serve a valuable purpose in making the homes happy.

The school farm should contain ten acres, and should be equipped with modern conveniences. All permanent improvements are made at district expense. All personal property, such as horses, cattle, hogs, chickens, tools, etc., are for the teacher's use on the farm and are bought and owned by him.

A farmer should have employment for his team the year round. So the teacher's team must be kept busy. Some young man of the district will make a good teamster and as such can make daily wages on the school farm and teaming for others.

The training of the whole self that is wrapped within a child's being is the problem of home and school training. The time has been when the head received most of the training at the expense of the hands and heart. Book-learning has its sphere, but to be of value must be supplemented by actual practice, so do not hesitate in learning to do things by doing. We are so in the habit of sending children to school to study books that it seems the only way for them to get an education. The half days employed on the farm and in the domestic kitchen under a skilled instructor are of greater value than the half days spent in poring over books. Teachers are so accustomed to teaching books that they feel lost when they are obliged to teach the real things that books treat of.