

There is education in harnessing a horse as the completed task is the outcome of intelligent procedure toward that end. Whatever the boy does in the line of industry, having a purpose to reach a certain end, left to his own resources as to means, but held accountable for the results, is educating. If education is shown in employing means and adjusting conditions to secure a desired result; in doing promptly what the present enjoins; in persevering to the end and refusing to yield to obstacles which may be overcome; in impressing obedience to duty and teaching the relation of cause to effect, the greatest of all schools is—the Farm. Not that farm work is intellectual *per se*; but it teaches the necessity of doing things, and responsibility is woven into the life of the child and finds expression in his character. Not the parent's wisdom always, but the necessities of the case demand promptness in and excellence of performance to the extent of the child's ability. You can realize the value of these habits asserting themselves in the school room. It is one reason why arithmetic is the study in which country school pupils most delight to excel. Its principles of exactness and indubitable relation of connected parts to the completed solution, harmonize with their outside training, which requires that a false step must be retrieved before farther progress is advisable. There is vigor and animation in completed thought, and strength is gained by the development of an idea even though its issue be the work of the hand guided by the purpose which the mind conceives. Toil, producing results which the child can perceive and appreciate, is the first step in systematic education. Labor, in time, whether mental or manual, will be guided by intelligent purpose and will not rest content with less than fulness of performance, which always means an adaptation of means to the end. The habit of moulding thought into completeness follows upon the practice of doing things properly and in season. I have often by a series of questions, intentionally misleading and designed to test the firmness of their grasp on truth, made pupils in graded schools repudiate well established principles of geometry. I have rarely succeeded in catechising a country boy out of a tenable position, unless embarrassment weakened his powers of defence. There are so many things in the line of useful industry that the country boy knows how to do so much better than his teacher does, that he often rises to the dignity of being patronizing. As he is competent to teach things, he is in an attitude to be taught. He has become self-reliant and practical through drawing upon his own resources. The rude