

expense in fitting themselves for such work. Charts may be required; some agricultural papers may be found helpful, but the entire outlay need not be very large.

3. Too much should not be attempted at first. The work should be introduced gradually, and the understanding at the outset should be very definite that by teaching agriculture in the public schools it is not intended to teach how to plow, how to harvest, or how to feed stock, but rather the why and the wherefore and to arouse an interest in agricultural operations.

4. The principal aim and object of instruction in our public schools should be the creation of a sentiment in favor of agricultural work, the gradual development of a love for the country and its healthful life, the arousing of a noble ambition in the young minds to become progressive and successful agriculturists, the spreading abroad of the idea that the industrious, thoughtful, honest farmer is the most valuable citizen of this Canada of ours—a man to be respected, appreciated and honored by every member of the community.

Prof. Calvin Thomas, in *The Open Court*, said in regard to the tendency of boys to leave the farm: "It begins to be borne in upon him in early boyhood that the life of the farm is a narrow, monotonous life of hard work, small pay, and meagre opportunity for action, enjoyment or improvement. He goes to the city in search of a better opportunity. Doubtless it would be better for him in most cases to remain upon the farm, but he does not know that until experience has taught him. He knows from books or from hearsay of men who have left the farm and found fame, money or excitement in the city. He knows nothing of the countless failures that he has not heard of. He feels himself drawn away. The more knowledge you give him, knowledge which tells of an outside world in which men are doing, studying, finding out all sorts of interesting things, the more you add fuel to the flame. I conclude, therefore, that very little can be done by the common schools to check the drift towards the cities. For this we must rely chiefly upon economic forces. Whatever tends to improve the economic status of the farm industry and to elevate the plane of the farmer's life will tend to correct the evil. What little the schools can do can best be done, in my opinion, by ethical rather than by scientific instruction. For it is a question of character rather than of knowledge that we are here concerned with, and it is the character building studies which I should wish to see compose the burden of early education."

In an article replying to the above Mr. E. P. Powell said: "I will not go on to discuss the Professor's interpretation of the German 'World-Thirst' which in his opinion is an instinct drawing boys and girls away from the farm. If such an instinct be in humanity, it