

great recruiting ground of the professions and commerce. No one can look into the early history of the leading men in commercial, professional and political life, without finding that either they or their fathers were closely connected with farm life.

Now if it be true, and in our opinion the evidence points strongly that way, that many of our best young men forsake the farm, and seek advancement in one or other of the learned professions, there must be some cause for it. If, therefore, we can diagnose the case with sufficient accuracy to determine what some of these causes are, then we have made some progress toward a solution of this problem. There are two primary causes to which we may fairly assign the bulk of the evil complained of. These briefly stated are: (1) There is a desire common to the majority of mankind to avoid manual labor, and secure what to them seems to be a more genteel or respectable means of earning a livelihood; and (2) The influence exerted by our educational system aids in perpetuating this view, by directing the mental activities of our young people along the line of the learned professions. These two causes are very closely connected, and seem to be inter-dependent the one upon the other.

In regard to the first we will simply pass it by as not bearing directly upon our educational work, and turn our attention more particularly to the second. In considering this statement we are led to enquire, 'Is it true?' and our answer is that the general trend of our educational work is directly in the line of the University, and hence toward the learned professions.

"It must be apparent to the most ordinary observer that the great part of the work done in our high and public school leads directly towards a professional career. The idea is rapidly spreading that in these schools the best interests of a large number of our young people are to a greater or less extent sacrificed to conform to this tendency in our educational work, and the time has arrived when we should ask ourselves the question, Whither are we drifting? This tendency will be more clearly seen if we look somewhat carefully at the various examinations candidates are required to pass, and the direction in which these are leading our young people. The lowest is that for admission into our high schools, and the course of study in our public schools is so arranged that pupils of twelve or fourteen years of age, if reasonably well taught, have but little difficulty in passing this ordeal. Next in order comes the literary examination for a public school teacher's certificate; then follow the matriculation examinations in law, medicine, divinity and arts. Now it will be observed that these examinations are literary in their nature, and are based upon the somewhat broad and comprehensive course of study prescribed for our high schools. The combined influence of the course of study and the associations surrounding the student while attending school lead directly to either a professional or literary career in life. Recent changes have placed the teacher's examinations more directly on the line of a University course than