

in all their fulness and power the hearts and intellects of those who are to be our successors, in developing the resources of our native country. This is his great work, and none but the noblest and best in the land should be entrusted with it.

If the trend of the times is toward the practical and useful in our educational work, and I am decidedly of that opinion, then I can see no reason why a class of schools, specially adapted to meet the wants of the farming community should not be established throughout our rural districts, but on the contrary there are strong reasons to be urged in favor of such a step. Our High Schools and Collegiate Institutes situated as they are, usually in some centre of population, do not meet the wants of these people, either as to location or course of study. These secondary schools, as a rule, are so inconveniently situated as to render them almost valueless to the great majority of farmers, as places of intellectual culture for their families. It is true that there are quite a number from the rural districts who attend these schools, but they are either the children of well-to-do farmers, or of those who are prepared to sacrifice a great deal for the education of their families, and who desire to fit their sons for one or another of the learned professions. Looking at this matter fairly from whatever point of view we may select, there is only one conclusion at which we can arrive, and that is, so far as location is concerned the present system fails to meet the reasonable requirements of our agricultural population.

The course of study is not such as to commend itself as being well adapted to meet the intellectual culture necessary for those engaged in agricultural pursuits. There is a strong belief in the minds of not a few of the leaders of our educational thought, that only certain subjects of study should be used as instruments in training and developing the mental faculties. But to me it seems more reasonable to suppose that true intellectual culture can be and is best obtained by the study of those subjects which naturally belong to the line of life which the student purposes following. This has been recognized in the past, and is now to a limited extent acted upon in the preparation of the course of study for these secondary schools, because in the curriculum there are now four optional courses open to the student:—a classical, a modern language, a science and a commercial course. It does not require very keen discernment to see that these options furnish valuable information and useful knowledge to the student in preparing him for his life work, and that they are selected for their utility.

The principle of utility has been acceded to by our educational authorities, but only to a limited extent and that directly in the line of preparation for the learned professions or commercial life. Nothing is being done to keep the young men of talent and education on the farm, or induce them to take up the study of agriculture as a life calling. The facts seem to point in an entirely different direction, so that the farming community are looked upon as the