

fortune in the cities. This is a complaint heard in every English speaking community. The remedy proposed by those conversant with the needs of the country, is, to have much more attention given to matters relating to farm life: such as clearing of land, improving of soils, different kinds of soils, what soils are best adapted for raising certain grains, changing of crops, etc., etc.; how best to take care of the stock found on a farm, improvement of the stock, etc. In short, in the country schools should be found and taught to the children attending them those subjects, which, in the natural order of things, will, in all probability, be related to the life work of those children. The farmer states, that the instruction given in our public schools leads his sons and daughters away from farm life. Account for it as we may this seems to be the fact. The effect made on the minds of the pupils in our schools seems confessedly to be discontent with country life. How can this be explained? The master is the school. Are the teachers and their appliances such as necessarily lead to this undesirable result? The complaints against the school may be put in the following way: You ignore the literature dealing with country life; you pass by unnoticed the subject which every one living in the country must know something of, agriculture. You emphasize mere scholastic attainments, courses leading to higher institutions; you make it imperative on each pupil to have some knowledge of drawing, book-keeping, etc., as if they were all to be shop-keepers instead of farmers or instructors of farmers. So runs the tone of complaint, of unfriendly criticism, against school, programme of studies and administration of educational affairs. Evidently a change of the programme of studies is in the air. High Schools must take less by comparison with public schools from the

general taxpayer, and agriculture must not any longer be shouldered aside for more attractive if less useful studies.

THE CONVENTION OF 1892.

THE Thirty-First Convention of the Ontario Teachers' Association came to a close on Thursday, 21st April, in the usual loyal fashion followed by the Convention for many years by heartily singing "God Save the Queen." This is the first time the teachers have met in Annual Convention at Easter. To provide time for the meeting of the Annual Convention was one reason amongst others why the Easter holidays were restored. The evidence, so far, is that the change both as regards holidays and time of meeting of the Annual Convention will be amply justified by the beneficial effects on the educational, and therefore on every other, interest of Ontario.

The Convention just closed is noteworthy for several things. (1) The number of teachers present from the higher institutions of learning, colleges, universities and high schools. Every university in Ontario, except Trinity, was represented by two or more of its professors. We hope next year that we shall have Trinity men with us at our annual meeting, to contribute their share towards the improvement of educational work in Canada. (2) The heartiness and vigour of the many discussions engaged in during the Convention, especially in that part of the Convention hitherto known as the High School section, but hereafter to be known as the University and College Departments, and the High School Department. The amount of good and influential work done in the sub-departments of Modern Languages, Classics, Science and Mathematics and Physics was great indeed, and more and better than that accomplished at any previous meeting of our teachers.

(3) The revision of the Constitution.