

AGRICULTURAL EDUCATION IN THE UNITED STATES.

In every State of the American Republic, provision has been made for instruction in Agricultural Science and the Mechanical Arts. There are in all 63 institutions of this kind, with an attendance, in 1893, of 16,602 pupils, conducted by a staff of 1,616 Professors and Instructors, and owning buildings with their equipment valued at \$17,537,621 and costing for running expenses \$5,901,714.77. Some of these institutions conduct courses in the Mechanical arts in addition to Agriculture, but two-thirds of the expenditure at least is on account of the Agriculture Course of Study.

Notwithstanding the generous provision thus made by the United States for Agriculture, the Urban population is increasing more than four times as fast as the Rural population. Strange to say even many of the students who attend the Agricultural Colleges and who receive specific instruction in that subject and whose return to the farm, of all others, might reasonably be expected, do not after graduation continue in the profession for which they were specially educated. Mr. W. S. Harwood, in an article in the North American Review, informs us that in order to ascertain how many of the students who graduated from the Agricultural Colleges of the United States returned to the farm, he sent a circular letter to these Colleges asking for the total number of students who graduated since the Colleges were established and the percentage who went back to the farm after graduation. The replies cover 26 States and are to the effect that out of 3,078 graduates only 61 per cent. or little more than half returned to the farm. Not only did the School System of the United States fail generally to keep the Rural population on the farm but the education of its Agricultural Colleges was equally unsuccessful.

AGRICULTURE NOT TAUGHT IN OUR SCHOOLS.

But it is said that the Course of Study should have an Agricultural trend, and it is the want of this that works so much mischief. In reply, allow me to say that the farmers of Ontario above all things want their children to have as good an education as the children of any other class of the community. A knowledge of the three R's, with such related subjects as constitute any well accredited school curriculum, is the foundation of all education, without which neither Agriculture nor any other specialty can be effectively taught. As a matter of fact, therefore, during the limited school course, if these subjects are well taught, all is done that most teachers can do with a proper regard to efficiency. To attempt less would be to weaken the educational value of our Course of Study. To attempt more is not without danger to the success of all. In order, how-