

WHY DO THE BOYS AND GIRLS WISH TO LEAVE THE FARM?

Very often, especially in this new land, the parents have had a hard struggle to get along on the farm. They have had to work early and late, winter and summer, without ceasing. As their sons and daughters grow into manhood and womanhood, they have reached a financial position where pleasure may form a part of their lives. Alas! the misused faculties fail to respond, the father and mother have forgotten how to play. The young people are just in the midst of their brimming youth. The strongest bond that can bind the young and old, however, is lacking, they may work together congenially—but they may not play. The young people crave amusement, naturally, the old, forgetting their own youth have no patience with the gadding about, the wasting of precious time, which might have been spent more profitably, sitting on the plough or churning in the dairy. Friction results. The young, always impatient and intolerant, leave home to seek a wider freedom in the city.

Again, the work on the farm is of a driving nature, if allowed so to become. The farmer has such a limited time to do a great deal of work. From dawn to dark he labours and returns home weary in body, yet stimulated in mind. Longing for recreation, yet not knowing how to seek this restfully. If only the farmer and his help knew of the vast stores of literature and music ready to meet his needs!

Although farm life, when properly modified, is of the most broadening nature, it may, when dollars from the only incentive, become the most narrow. It is so easy, within the precincts of a farm district, to get into a rut, to see or know of nothing beyond a ten mile radius, and, alas, once in that rut, how hard, how nearly impossible to climb, yes, or even to be pried out of it.

The keeping of the young people on the farm is becoming a most vital problem today.

Compromise on the part of parents and children, a broader outlook on innovation will be necessary to help solve the problem. The school of today is doing much to educate the young people of the farm to see and to grasp the opportunities, yes, the grandness of agricultural labour.

The building of new homes, with modern conveniences, the subscribing to current magazines, the science of agriculture lessening the drudgery, are doing their "bit" to solve this problem. We must teach young and old to play together, to make the most of their surroundings, to bring the experiences of wider life, through the medium of literature, music and sociability, to the farm, and so make farm life so profitable and enjoyable that the bugbear of the youth of the farm migrating to the city will forever disappear.

E. Crothers.

SCHOOL GARDENING

School and home gardening can be made of immense educational value to children. Even the child who, unguided, works patiently for a few months caring for a garden reaps, unknowingly it is true, ample reward in real life training. What might be said then of those children who receive encouragement and guidance from teachers and parents during the gardening season? There is no effort in the school-room that is more fruitful in good results. This is especially true when an

effort is made to correlate the other school work to this.

The value of the gardening grows partly out of the fact that this kind of work appeals very strongly to most children. This was shown last year by the number of children who day after day, during the hot day period, carried water long distances to keep their gardens fresh. Many children kept their gardens in good condition right till the end of August, pulling weeds, cultivating, thinning, and caring for them