

gal and Turkey the position is worse. The foremost countries of Europe are England, France, and Germany. In these countries 14.5 per cent. of the entire population is attending school. In Russia, Spain, and Turkey the per cent. is only 4.7. Russia has done much for higher education in so far as concerns the nobility. It has, however, its Nihilism and its starving peasantry, which are unknown in countries where there are free High Schools. In Canada, and in the United States, 22 per cent. of the people are enrolled in schools or colleges. In Mexico and South America the percentage is only 3.8. The lessons to be drawn are apparent. The poorer ranks are most benefited by educational advantages. Without good High Schools efficient elementary schools are impossible. Unless secondary education is accessible to the working classes, hereditary rank must divide mankind. If wealth and caste should divide the race, there may be some argument for limiting the benefits of higher education to the few. To prescribe such limits in a democratic country is unsound in theory and unknown in practice. The world is not going wrong. The farmer, more than the resident of city or town, requires efficient elementary schools. His stake in the country gives him special reasons for supporting whatever legislation promotes the progress and the stability of the nation. He knows how much the Anglo-Saxon race owes to its energy, its love of freedom, and its democratic views regarding the diffusion of education. From the rural districts have come many of the most brilliant scholars, teachers, editors, lawyers, doctors, merchants, statesmen, and clergymen. The farm and the Public and High School, attended by so many country students, have done more than any other agencies to give Ontario its proud position. The interests of each are the interests of the province.

Agriculture, to be profitable, cannot now ignore the march of science. Chemistry and biology have their place in all that affects the work of the farmer. Questions of commerce have special interest to him, and demand intelligence irrespective of political views. If the High School is not a benefit to the residents of the country, it does not deserve the support of the farmer. It may be shown, however, that many of the arguments addressed to farmers against municipal expenditures for secondary education are exceedingly weak, and may be readily answered. It is said, for instance, that the High School draws pupils from the farm and depopulates the rural districts; that it brings to the cities many persons who fail and come to poverty; that higher education crowds the professions, and that the