

extent in the training of teachers for the special work of the country schools. These results are not due to the staff, but to the environment of the normal schools. The city is not a suitable place to study rural life, to gain that practical and scientific knowledge of farm life that is so essential to the teacher, or to get practice work in ungraded, one-master, rural schools. "City schools teach city life and the facts that go with city life."

There should, therefore, be a rural normal school for the special training of rural teachers; and probably such a school could do the most effective work if it were attached to an agricultural college. This opinion coincides with that expressed in the recent report of the Committee on Industrial and Technical Education, appointed by the Legislature of Massachusetts, and presided over by Dr. Carrol D. Wright, the noted educationist and economist. This report recommends the establishment of a normal school for the training of teachers for the rural schools at the State Agricultural College.

Many efforts have been made to improve our rural schools. The task is more difficult to-day than it has been for centuries on account of the new conditions that have arisen as a result of the recent scientific investigations in agriculture and the rivalry of the great agricultural countries for the best markets.

The ideal system of schools for the rural districts would appear to be: (1) One or two agricultural high schools in each county, each equipped with one or more teachers on its staff trained at an agricultural college, acquainted with the practical side of agriculture, and able to use the farm in connection with the high school to demonstrate in a practical way the best scientific principles and methods advocated by the Experiment Stations. These schools would act as feeders for the Agricultural College of the province. (2) A good consolidated school for each township, where the first year of the high school would be connected in course with the elementary grade work. (3) Good rural schools where nature study would form the basis of the school effort, as in the lower grades of the consolidated school. This secondary course would be adapted to the needs of the larger boys and girls, who spend most of their time on the farm, but who would be willing to spend two or three months each year in a study of the activities of the district for the purpose of bettering their knowledge of farm processes, and thus gaining power for service.

But such a system of rural schools cannot be established without the hearty support of the farmers themselves, for it means increased taxes. They must first be shown the value of education, as applied to the various branches of agricultural