
VI.

IF THE foregoing survey of some of the general features of our social development, and of their connection with rural education, has served its main purpose, it should be evident that there are reasons enough for believing that the rural school should now become more adapted to a definite aim, and that that aim is agricultural education. Here, again, we must insist that radical changes in the ordinary courses of study are not called for. If any emphasis is needed with regard to the fundamental subjects, it is that of demanding greater thoroughness. Rural education in many places may well become much more advanced in this sense than it is—and its progress in this direction will be more possible when it is linked with a great, definite aim—but the time has arrived to give it the distinct trend which is needed in the interest of modern agriculture and the scientific spirit.

What kind of education is thus implied? The answer may be found in part by noting the kind of education which has had influence upon Canadian industrial progress in recent years. We are still far from that general public appreciation of the value of technical education, which is manifested in Germany, for instance, and which has increased so greatly in Great Britain during the past ten years. But very substantial beginnings have been made, and no careful observer can fail to note