

and losing the plastic opportunities which such a period presents. Now the subjects of Manual Training, Domestic Science and School Gardening are being introduced, and if these are taught efficiently, as they only can be in the graded school, they will do much better to bring into closer relationship the work of the school and the home. So that whatever affects the child indirectly through him affects the home.

IV. and lastly. From the standpoint of the ratepayer.

Now, after all said and done, among the common people—all, in fact, are common people, but by this term I mean others beside those people of fortune who do not understand the meaning of the word poverty, and of which by far the greater part of our country is made up, and upon whom its social, financial and industrial well-being depends—among these perhaps the first question asked in regard to any step in advance is: "How much does it cost?" And rightly so, because, if the expense is greater than the value received then it is poor business and the investor is in less favorable financial circumstances than when he started. But now as to the question in regard to Consolidation: Does it cost more? If the schools uniting are large it does cost more in actual money, but if the schools in a sparsely settled community unite there is really very little difference in the cost, in fact in many cases there is an actual saving; for the reason that where six or seven teachers are engaged now to teach the ungraded schools, under Consolidation all the children could be accommodated in the one school building and taught by three or four teachers; besides, the saving realized by the reduced upkeep cost and fuel supply of one large school building instead of several small ones is quite a consideration. Of course the Consolidated school building, if it has to be built at the time of uniting, will cost a considerable amount in construction and repair, but part of this expense is met by a government subsidy, and a special grant of one hundred dollars a year for three years is made by the government to each school district coming into the union in addition to a per capita grant of two dollars per child in attendance; also one half the expense of conveying the children in vans to and from the school is paid by the government, so that we see the government is more than willing to bear its share of the expense, all of which largely offsets the burden occasioned by the increased expenditure incurred. So, even from the standpoint of the ratepayer the Consolidated scheme looks interesting in that it represents solid value for every dollar spent.

Now it is comparatively easy to find fault with the established order of things but it is quite another matter to recommend a system which would be more perfect or produce better results; it is easy to diagnose the case, but it is not so easy to apply a remedy which will prove effective, speedy, and sure. I do not presume that Consoli-

dation is a remedy for all the evils of the present day system, but that it is a great step in advance and in the right direction has been proved out by actual experiment in the Consolidated Schools of Hampton, Kingston, Florenceville and Riverside.

Summarizing briefly the advantages which accrue from Consolidated Schools, we may say:

I. It overcomes the difficulties in regard to length of road and cold weather by providing a comfortable, convenient and safe mode of conveying children to and from school and enables the pupil to work under favorable conditions in healthy and pleasant environment—a well-ventilated, well-heated schoolroom.

II. By providing one teacher to one, two, or at the most three grades, it furnishes an opportunity for more successful teaching, through the inspiration of larger classes prompts the pupil to excel, and through the separating of small children from large children provides a better system of discipline.

III. Through providing a better system of caring for the children, better discipline and more comfortable surroundings, it removes considerable anxiety from the parents' minds.

IV. By diminishing the number of teachers a Consolidated school very often represents a saving over the district school, and to the investor represents much more value for money spent.

The government favors Consolidated Schools, and, after a unanimous vote by the people for their erection anything such as impassable condition of roads, bridges, etc., which stands in the way of their establishment, will be duly considered, and the attention of the government can be more forcibly drawn to consider these things; in fact, the re-organization of the rural community follows in the wake of the organization of the rural school which, in turn, leads the way for higher organization of the larger community, the Nation, and creates and formulates its ideals.

A paper read before the Northumberland County Institute, Oct. 9th, 1919.

THE NEEDS OF RURAL SCHOOLS. II.

The School House

An urgent need in many of our rural communities is the improvement of the school house. Many progressive communities belie their reputation when the school premises are taken into consideration. One shrewd farmer has said, "Show me your school-houses. They will tell me more about the people of your township than I can learn in any other way. The school houses have no prejudices, they speak the truth, the whole truth, about the attitude of your municipality toward all that makes for genuine progress."

The degree of prevalence of eye, ear and throat de-