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OUR RURAL SCHOOLS.

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Our rural schools are really the schools of the country. The great majority of the youth of this province receives all the education they ever obtain in these schools. And a large number of these, again, never complete the curriculum of studies prescribed by the Department of Education, many of them leaving school before reaching twelve years of age, and these facts combined with irregularity of attendance, have shown our school system of the highest results, it is, in theory fitted to achieve.

The fugitive nature of the profession of teaching has, in the past, been another element of failure in the working-out of the system. This, again, has been largely due to the temporary nature of the certificates held by many on their entering on the duties of the profession. As a matter of fact, by far the greater percentage of the teaching in the past has been done by those holding only temporary certificates of qualification, admittedly not fully equipped, and being under the necessity of resigning their situations in order to more fully qualify themselves or leave the profession altogether—as many of them have done—leaving the duties of the profession to be taken up by oth-

ers like themselves, only partially qualified. Recent changes will, to a considerable extent, lessen this evil. The answer to the question: How may these schools be improved? will lie along these two lines: 1st. A less irregular and a more extended term of attendance at these schools. 2nd. (a) A life term of certification of teachers before allowing them to teach. (b) A largely-increased remuneration for their work. (c) A greater security in the tenure of office. (d) A more thorough identification with the every day life of the community in the midst of which they labor.

I will not now discuss the provisions of the school law with regard to continuation classes in individual schools, the grouping of sections for carrying on that work, the powers of Township Councils with regard to teaching agriculture in the schools of their township, or the consolidation of the rural schools on the method adopted by some of the States of the American Union.

The law is permissive in the first three of these points noted, and with the exception of the first I am not aware that in many or in any case, these provisions of the law have been utilized. The last, though highly eulogised by many