

provident act on the part of some dwellers in the cities, whose struggle for existence is severe, and whose outlook is poor, but the small family on the farm is the real improvidence in our social development. In this we have a great lesson to learn from our French-Canadian fellow-citizens.

Again, it is only in the consolidated schools, with their large classes, that any effective work can be done in the itinerant form of agricultural education which is followed so successfully in New Zealand. There the agricultural experts go from school to school to lecture upon such subjects as chiefly interest the particular community. An immense field will be opened up undoubtedly when the experts of our experimental farms and agricultural colleges are enabled to approach the pupils of rural schools who have already been given some training in the methods of science.

Into the details of rural school re-organization we have not entered. The nature and amount of adaptation required in the present systems is a question for the several provinces. The first point of all is the need of public conviction that a better kind of rural education is called for, that it is possible and that it should be essentially scientific in its character. We have endeavored to indicate that the existing quality of rural education in the older provinces of Canada has been developed by social circumstances. A minimum amount of instruction as a general rule, has been furnished at the lowest possible cost. We have never had a definite general policy of agricultural efficiency as the end of rural education. This has not been for the lack of recognition