

is thereby relieved of that apparent lack of refinement, or rusticity which too often clings to those who have always lived in the country. From the fact that a fondness for the beautiful in literature is capable of giving so much pleasure, English literature should therefore receive all the attention possible. Elaborate book-keeping, such as is required for the Leaving Examination, is not required in the country. The drawing up of accounts, the filling out of promissory notes, cheques, etc., might be very well taught in connection with commercial arithmetic.

Drawing does not perhaps occupy too much of the country boy's time. Much of the time spent in this work might more profitably be spent in an examination of plants, when skill in drawing their various parts would be acquired. To these subjects might be added the history of our own country, and a simple course in science.

It is generally supposed that the teaching in the rural school must of necessity be inferior to that in graded schools, from the fact that in the graded schools only one grade of pupils has to be attended to; but this will depend in large part upon the teacher. It is an undisputed fact that there are many rural schools where the results are superior to those in graded schools. In the ungraded rural school many of the great men of our country have received their training. The judicious teacher of an ungraded school will at times see the advantage of economizing time by com-

binning various classes in certain subjects. The ingenious teacher will find many ways to teach a class that is composed of pupils of unequal attainments. It is not our purpose to show how this can be done, but to say that it must be done. The possession of this ingenuity, along with teaching-power, energy and sympathy, will go far in aiding the rural teacher to overcome the many difficulties which confront him.

But, when all the circumstances are considered, it does seem that the Public School teacher has a grievance. The maturity of mental development expected in pupils so young, the extent of the work to be covered in a year, along with the vast amount of work required to be done with the lower classes, tend very seriously to accentuate the difficulties of conducting a Fifth Class in the rural school. Although few would grant that the best results of teaching can be calculated in per cents., yet the efficiency of the teacher is very often measured by examination results, and much has to be conceded to this would-be practical age, which demands tangible results. We are not contending so much for the abolition of the Fifth Class as for an opportunity to do good work. This, we believe, might be to a large extent effected were Fifth Classes excluded from schools having less than three or two teachers, and were some such changes in the programme as those suggested above adopted, so that the work can be covered in one year.

The largest school for manual training in Sweden, in the city of Naas, celebrated its twenty-fifth anniversary. All those who wish to teach manual training in any form go there for a thorough preparation and have elaborate courses of study. All instruction is given free of charge and includes pedagogics of manual training, history of pedagogy, psychology, drawing,

woodwork and gymnastics. Materials, tools and dwellings are furnished by the government; articles produced are the property of the maker. The number of teachers studying here is over 200 annually. Many foreign teachers from Germany, England, Scotland and Denmark go there for professional training.