

does not lie with education, nor will the remedy be found in educational reform."—*Times*, August 24th, 1905.

In rural schools, as in all others, good teachers are the first requisite,—well-equipped, interested in their work, and with a trained faculty for discriminating between the various subjects of the curriculum. For while the new must be admitted, the old cannot be allowed to go to the wall. The great danger to which our schools are exposed at the present time is the exaltation of a smattering of extras over the mastery of essential and fundamental subjects. Whether a teacher is to teach in the city or in the country, his training in the latter branches is the thing that counts. Even when it is dignified by the name of "Nature Study," the process which results for many pupils in acquiring a mass of superficial, desultory, and unrelated knowledge cannot stand by itself as of greater value than the imperishable lessons of history and literature. We must not neglect the things of the mind. Certainly give their proper recognition to the mechanical and manual arts; but maintain the intellectual element above them all. To many it will appear that children in rural schools need only be taught to observe. They come naturally in contact with every detail of farm and country work, and the school should not neglect that part of its teaching which may lift them into other regions remote from their daily associations. Flower-boxes and flower-pots are all very well; so is "smelling the soil" and "experimenting with manures," the study of the rocks and soil of the neighborhood, and the "histories of weeds and insect pests." But all this can never be more than an interesting and not profitable addendum to what is more essential even for rural schools—reading, writing and arithmetic to be expanded later on "in the case of the well-educated", as Dr. Robins expresses it "into the study literature of many kinds, effec-

* Compare the follows extract from the American Report of the Committee on Rural Schools, p. 89:—

"The rural school should aim especially to make country life more attractive and beautiful, and should pay more attention to rural industries. Every Normal School should have as a means of instruction a school garden, planned and conducted not merely to teach the pure science of botany, but also the simple principles of the applied science of agriculture and gardening; and every Rural School should also have its garden, through which the training of the Normal School may reach the home."