

1. Modernising the High School course of study and endeavouring to make it a training for life and all occupations, rather than a training ground for the teaching profession and the university.

2. Granting to the cities and towns where a well-organised system is maintained, a measure of local authority to deal with the courses in Public and High Schools to meet the needs of the community. Is it logical that the boys and girls of Medicine Hat, with all her natural gas supply and wealth of manufacturing industry, should receive the same High School training as those who grow up under the shadow of the Parliament Buildings at the capital and look forward to occupying the seats of the mighty?

3. A re-casting of the course of study to meet the needs and conditions of rural schools.

Just as the needs of city life are beginning and will continue to find expression in modified courses of study preparing the children for the new and varied activities of the city, so we must recognize that the rural school ought to reflect the daily life and interests of the agricultural population. As the school of one-half the people of the Province of Alberta, these rural schools ought to be organised on principles whose ultimate aim is to make more scientific farmers than we now have, to make the occupation more remunerative, and make the whole life "on the prairie" more worth living and freer from the influence of city training and the exciting pleasures and artificial enjoyments of city life. Where is the pleasure, after all, which can be compared with the sight of grass growing, flowers blooming, crops maturing, stock developing, and all resulting from the careful and wisely-directed efforts of the thoughtful farmer?

The adaptation of rural schools to the needs of the agricultural industry of the province involves a wise process of re-organization, a process of which the beginnings are seen in parts of the United States, in Manitoba, Ontario, and other places, and of which we can detect some signs in our own province.

Trained supervision on the agricultural side, greater permanency of the teaching staff, establishment of consolidated schools, and enlargement of the unit of organization may be mentioned as factors in this re-organization, in addition to the re-directed course of study already mentioned. New subjects of importance to rural progress are finding their place in the newer courses: nature study, agriculture, manual training and domestic science, farm accounting, music, physical education, and some of the old subjects are having new leaven put into them.

To give this work an impetus in Alberta, the preparation of a course of study intended for rural schools and for the training and assistance of the "rural-minded" teacher, interested in country life and its pro-