

indication that it is fast becoming the rural school policy of the whole country. Moreover, wherever it has spread it has given new life and energy to the school and to the community. It is invariably found that the average attendance is largely increased, and this in spite of the fact that the majority of the pupils live twice or three times as far from the central school as from the small school of their own district. Proper grading is possible; a larger staff can be employed; suitable equipment can be maintained; the school library becomes a reality; the school garden is more certain of success, and there is a community centre for the people. It is in such schools only that science teaching of any real value can be conducted. This indeed, renders the consolidation plain indispensable on this continent in any scheme of effective agricultural education. We have already indicated the nature of the trained teacher problem. The truly qualified teacher can seldom be found for the small single-room school. More difficult still would it be to obtain for the small schools the needed supply of teachers qualified to give vital instruction in practical science.

We have had no great Civil War, but we have had the western movement. More disastrous still, however, is the small families raised by our English Canadians. Frequently there are school districts in English Quebec with a dozen or more farmers, and not half a dozen children of school age. In Ontario we have heard of a stretch of several miles of road, on both sides of which every farmer but one or two was a bachelor. The bringing of large families into the world may be an im-