

likely to be eliminated by new courses of study in the schools. You cannot expect to keep young people on the farm by simply expelling the story of Dick Whittington and his Cat from the reading-book in use in rural schools! Those who wish to understand the "deserted village" problem in its economic aspects should read a recent volume by Professor Vandervelde, of the new University of Brussels, entitled "*L'exode rural et le retour aux champs*" (Paris 1903). Meanwhile the following quotation from a recent article in the *London Times* is a well-timed warning against expecting too much from any artificial attempts to wall off, as it were, the country from the city.

"Some, for example, lay the blame upon education, which, as they think, unfits the labourer for country life and work, fills him with new and uncalled for ambitions, and makes him discontented with the lot that satisfied his progenitors. Make rural education preparatory for rural life; be content with the "three R's," and teach gardening, ploughing, carpentering, "nature study," and the rest of it, and you will find the next generation more alive to the advantages of the country over the town, and willing, as their fathers did, to live and die upon the land. Then will "Sweet Auburn" smile as before and "health and plenty cheer the labouring swain." Alas! for the conclusions of the armchair economist. He forgets that among the "three R's," which even he does not presume to withhold from the labouring class is the power of reading; and that a cheap Press, penetrating to every village in the land, diffuses information about the world outside and its varied prospects, while ever-increasing facilities of locomotion make it easy for the villager to see and know for himself what lies beyond his parish bounds, or to hear from others, who have gone forth to make their way, the larger possibilities of other callings, to say nothing of the fuller and more eventful life of the streets. Reform rural education as we may—and, to do them justice, our educational authorities are giving all facilities for reform.—we cannot shut out from our villages the wider educational influence of the half-penny newspaper and the cheap excursion, and of much else that makes for excitement and restlessness. Whatever be the cause of village depopulation, the blame