

making every allowance and bearing in mind the very considerable amount of unoccupied land in some parts of the Province, referred to in an earlier paper, it seems to me, as a rough estimate, that on an average twenty square miles, or a four and a half mile square, could be included in a district without any serious difficulty. The working out of this idea would take time and would require to be done with the utmost care and with good judgment. It would mean consolidating the 464 school districts of 1899 into 100. If the area be made sixteen square miles, or a four mile square, the number of new schools would be 125. I will take the former number, which, on the average daily attendance for 1899, would give a daily average attendance of about 117 for each school.

Now for the rural schools of Ontario the regulation is one teacher and one room for each fifty pupils in average attendance. I quote from "The Educational System of the Province of Ontario," by John Millar, B. A., Deputy Minister of Education, for which I am indebted to Hon. Mr. Ross. He says:—

"In the case of rural schools the trustees are required to conform to the following requisites:

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Where the average attendance of the section for the previous year exceeds fifty the school-house shall contain two rooms; where it exceeds one hundred it shall contain three rooms—an additional room and teacher being required for each additional fifty pupils in average attendance."

Now the Province of Ontario is far advanced and most progressive in educational matters. From its example I judge that an average of three teachers to each of the one hundred suggested schools would be ample. Some would need more, some not so many. The teachers of the elementary subjects might well be third-class, and it does seem to me that the services of advanced pupils in the higher classes might well be utilized, and those pupils would themselves be benefitted by being called in to assist in teaching the more juvenile pupils. However, that is a matter for prac-