

been known to secure a creditable standing.

It is worthy of note, too, that many, probably a majority of the people of Canada have received their elementary education and perhaps all their schooling under the roof of the home school. And I have yet to learn that the Canadian, whether as citizen, soldier, or otherwise, has been found in any respect inferior to the best the world has produced. "Physically, mentally, and morally," say the Winnipeg Tribune, "we have been matched against the nations of the world during the past four years. Where do we stand? Have we anything to be ashamed of?" Echo answers—"Have we?"

President Wilson says: "The world must be made safe for democracy." Edward Everett, a former president of Harvard, said: "Education is a better safeguard of liberty than a standing army."

Superintendent Hartwell, of Buffalo, in a recent address, is quoted as follows:

"The country never could have raised 2,000,000 men, never could have landed them in France, nor could it have economized in food, nor subscribed the Liberty Loan without the past efficiency of the schools."

It is not necessary to add to the list of contributions for which we are indebted to the little home school, to prove that this humble institution is not only a potent force in the nation's growth, but one that is indispensable and fundamental. Without the local school, farm settlements will fade away. Where there is no school there will soon be no farmer, and no farmer—no state.

Plainly, the invaluable services of the rural school have not been adequately appreciated. The catch cry of "something for our money" is misleading. There has never been money invested in any country project that has ever yielded profits at all comparable with those received from the little school tax. It is true no doubt that some schools have been poorly administered, and a poor school is, of course, always a loss. But the possibilities of the rural

school are unlimited, prodigious. We get from them results in proportion to our investment. Put nothing into a machine and we get nothing out of it, is as true of a school as of a buck-saw. It may be granted that the possible or even the desirable is seldom obtained from any school.

Perhaps few of them are worked beyond a 50% capacity, but that is our fault. If the efficiency of the school system has been atrophied by indifference, penuriousness or neglect, any substitute system must fail from the same causes. The many well managed units to be seen are standing evidences that under the same plan all schools can be raised to a higher state of efficiency. It is futile to waste time and energy chasing will-o'-the-wisp schemes when a sure and well tried remedy is in our own hands. The application of money, energy and intelligence will convert the poorest school into an effective one, and nothing else will.

Looking forward, huge problems appear on the horizon of our prophetic vision. Those gifted with foresight aver that we stand on the very threshold of the Golden Age for Canada. "From sea to sea our country lies beneath the splendor of the skies." A land of four million square miles, two and a half billion acres, bounded on three sides by great oceans and on the fourth by the good will of a great kindred nation. By comparison it is said to be in area one-third of the British Commonwealth, thirty times the size of the United Kingdom, eighteen times that of the old German Empire, nineteen times that of the Republic of France, and thirty-three times the size of Italy.

There is room and to spare for a hundred million people. The natural resources awaiting development are said to be of fabulous value. Commerce, manufactories, transportation, and agriculture are to be greatly extended. Political problems are to be amicably settled. A love for the good, the beautiful and the true are to supersede the greed for wealth, and a new spirit of brotherhood is to possess the nation. But to carry on such extensive under-