

Twelve on Rural Schools," adopted at the meeting of the National Educational Association of the United States in 1895, can fail to realise that conditions have a way of repeating themselves all the world over. Some of the recommendations of that Report are quite applicable to the existing circumstances of this Province: as for example, that the unit of organization should be as large as possible, in order to secure effective and economical administration, and to enforce the doctrine that every interest concerned in the education of children—county and province as well as township and municipality—should bear a proportionate share of the burden of taxation.

Not even the most hide-bound academic obscurantist can possibly imagine that for our poorer rural districts we can command the services of teachers who, after passing the Academy stage, have taken a full course at the Normal School. That is no reason, on the other hand, for holding that the rural teacher should be altogether disconnected from higher educational influences. Some persons are fond of asking what the University can do—what even the Normal School can do—for the isolated teacher in our poorest school districts. It should never be forgotten, by way of answer, that even in cases where there can be no direct relation, there is often an indirect. Even where the teacher does not go to College, she may still be taught and trained by those who have gone to College. And in any school curriculum into which language and literature enter, as well as mathematics and science—no matter how elementary may be the stage—there is always room for contact with University influences. Apart, however, from this argument, why may not the University share in the aspirations which are now so generally entertained that the course of study in rural schools shall be more fully related to the environment of the children, and shall take more account of the lines along which their future activities will lie?

The rural problem, on its economic side, is of course a far greater one than can possibly be solved by any change in educational methods. It is mainly the desire for better prospects and more remunerative employment that has brought the people from the country to the city. Human ambition is a more or less constant factor here, and is not