

Special regard might be given to properly arranged lessons and exercises,—

- (1) In the selection, preparation and serving of foods in the most nourishing, wholesome, appetising and economical manner ;
- (2) In sewing, dressmaking, and the simpler forms of household art and decoration ; and
- (3) In the care and cleansing of rooms, fabrics, sinks, etc.

All to the end that the pupils might know the relation of those things to health and comfort, and might observe those methods and practices which make for good-living, in simple, clean, well-kept and beautiful homes in the country. Such in outline is the plan which Sir William C. Macdonald offers to assist in putting into effect for the purpose of helping on the improvement of education at rural schools in Canada.

THE OPPORTUNITY OF THE GOVERNMENT.

How can the advantages of such improvements in rural schools be made permanent in this province? How can you provide teachers for these consolidated rural schools with their course of study and methods adapted to life in rural districts? By a system of education that will produce teachers capable of training children in this way. There is no spectacular politics in helping the common rural schools. There is no theatricals in getting down to fundamental principles and means to help the boys and girls in the country who are little heard of, but who need the action of the government and of the legislature to enjoy a fair chance. There is constructive statesmanship in such a policy. It is not the work of building with wood, hay and stubble; it is building with gold, silver and precious stones; it is building up fine character in human lives; it is work that is worth doing well. The government is the intelligence of the people organized for their protection against outside enemies, and against inside foes like ignorance, disease and crime. That is what responsible governments are supposed to exist for; and a pressing duty is to take hold of this problem of education for the benefit of the rural communities, and organize it. It deals with two things that concern the progress and the safety of the people. First, with the personality, with the personal power, of the common man, and, second, with his chance in life. Personal power is added to only by education. That is the only means of improving what the Almighty gave anyone in natural endowment. The ordinary child needs that as much as the child of rare mental powers; nay, perhaps needs it more. Then we take it that governments are to