

were institutions, but all should be inspirers of what is best. If the altruistic tendencies are cultivated, every Sabbath it may be easier for centralization of schools to be adopted, or the production of one chief commodity to become the ambition of the parishioners. It would surely be easier to secure the success of the bacon hog husbandry, or a large mail-order for first class seed grain, or the reproach that New Brunswick has not one co-operative cow-testing association. When we have a body of laymen in all denominations, who are as prominent in agricultural pursuits as in ecclesiastical courts, a brighter day will dawn; and instead of thousands of dollars being expended by all the churches to help along poor districts in these provinces, the people will be self-respecting and lending aid to pioneers in the west.

III.—THE SCHOOL.

There is no doubt that the rural school requires modification. The affiliation of normal college and agricultural college at Truro makes the prospect brighter for the country child in Nova Scotia, and the opening of evening technical schools may render the inauguration of rural evening school work somewhat more likely. When batches of students begin to return from Ste. Anne de Bellevue to share with others the benefits we hope for from that institution, still more may be expected. Principal Jas. W. Robertson gave an address in Halifax in March, 1903, in which he spoke of evening continuation classes in rural districts in connection with groups of schools, or in connection with consolidated schools. It is interesting to know there is one group of schools in Nova Scotia under the efficient care of Mr. Percy J. Shaw, B. A., of Truro. In Nova Scotia some fifty schools have been consolidated into about twenty sections. It is unfortunate that too much stress was laid upon the financial aspect of this movement. Many persons hoped to get off with less taxation, and are disgruntled if these results are not achieved. They do not appear to be so anxious to secure *better results* for the same outlay. Some are more anxious to increase bank accounts than to expand the minds of the children. In the address by Dr. Robertson at Halifax, just referred to, he said: "As there is progress out of ignorance into enlightenment, out of helplessness into personal ability, out of selfishness into public spirit, there is much substantial gain." Is it not almost time that campaign work was undertaken throughout the whole of our rural sections by means

of stereopticon work, showing the existing buildings in all the provinces, and pictures of school gardens, mode of transportation, and so on? Hitherto our schools have been uniformly affected by the requirements of the classical side of our universities; is it not almost time that agricultural colleges were equally potent in determining the curricula of rural sections? Surely *practical pursuits* ought to be, in a larger degree, the basis of education. Cannot school work be more closely associated with familiar objects, and the school be made the natural expression of the community in which it is found?

If this cannot be undertaken during the day, it ought to be provided for in the evenings, for those who are loyal enough to stay and cultivate their own province, and upon whom the persistence and improvement of our chief resources depend.

The latest movement in the United States is the inauguration of the National Society for promotion of industrial education. The sooner we wake up to realize that commercial supremacy depends upon industrial superiority the better. There are far too many persons and communities waiting for something to turn up, hoping for boons by change of government, or re-adjustments of tariffs, whilst farms are allowed to deteriorate.

IV.—THE LIBRARY.

Another important factor is the library. The value of good literature is now more generally recognized, but facilities for providing it are not so efficient in rural sections as they should be. In many sections of the United States there is the most intimate relation between the school and the public library. Scholars are no longer content with snippets from great authors in their school readers, but ask and receive the entire works of literary men, or pursue their bent with biography and travel. There are not many public libraries in these provinces, and not all of them have children's sections. It is gratifying to see such a good section in St. John, and the movement is growing. Probably the best instance of co-ordination is to be found in Amherst, N. S., where Principal Lay is both educator and librarian. The citizens are to be congratulated upon the commodious premises, the choice selection of volumes, and especially the guide to its contents. There is no reason why every village could not procure precisely the same volumes, not always on hand at the same time as in Amherst,