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"a favorite phrase with Western farmers" (c and h); the whole question of the spirit of "service," (implied in Nos. b, l, m); and finally the largest question of all, so far as co-operation and partnership are concerned (Nos. a, d, e, f, g). These he left to the consideration of his audience.

Consolidated Schools.

MR. Chisholm, Assistant to the Provincial Inspector of Public Schools, introduced the subject, "Consolidated Schools," by saying that he thought no subject discussed at the Conference of Rural Leadership of more importance than this, because it affects the young people in the country. There is no industry that can compare in importance with training for future citizenship. He then outlined the history of the movement, stating that it is not a new thing. Forty-six years ago it was started at Montague, Massachusetts; through the initiative of the farmers in that locality, and in almost every instance where the experiment has been tried, has been carried on successfully ever since. Always, however, to be fully successful, it must come from the people themselves, and first they must be thoroughly interested. This is not difficult if they can be shown that it has been tried out satisfactorily in thousands of cases. A pamphlet dealing with the subject has been prepared for distribution in Ontario; also one can obtain information on the history of the movement in the West by writing to the Department of Education, Winnipeg. In the United States there are now 1,300 or 1,400 of these schools, and one can get data on them by writing to the Department of the Interior, Washington, and to the Governments of the various states.

One great handicap to the spread of the movement in Ontario has been the prevalence of isolated school boards. It has been found that wherever township boards have been established the way is easy; therefore, the first task of those interested in Consolidated Schools may be to bring about the larger unit. Personally he thought the township unit better than the country unit.

When there is a desire to start consolidation (with the system as it now is) the first step is to get a meeting called, and someone with knowledge on the subject to address it. The Department of Education at Toronto has several men whose services may be called upon for this (write to the Deputy Minister of Education, Toronto.)

One of the great advantages of the consolidated school is the classification which it permits—as in city schools. In the country many teachers have 8 or 10 classes, and can give none of them enough attention. In the urban schools it is easy for a teacher to give her whole attention to one class for half a day, in the country the teacher finds it hard to give more than half an hour to the same work. Under the circumstances it is a wonder that many of the rural teachers do as good work as they do, although, unquestionably, the independent study of an industrious child does much to offset the disadvantage of lack of time on the teacher's part.

At this point the interest of the audience in the subject became manifest in a storm of questions, to which the following replies were given: The consolidated system always brings continuation classes, for which a large grant is provided. Also it is much more likely than the present system to provide a way for the teaching of agriculture, music, domestic science and manual training. Yes, the interest in Ontario is very great. Requests for men to speak on consolidation are coming to the Department from all over. Also many of the local inspectors are well informed on the subject and are good speakers. Mr. Chisholm thought the Inspector in any place should be consulted before any step towards consolidation is taken.

To the question "How do you solve the transportation problem?" the speaker replied that the transportation rules are in the hands of the consolidated school trustees. They lay out the routes. The regulations state that if pupils live 3/4 mile on either side of the road they must come out to meet the van; however, the trustees have the power to change the routes. Here is a difficulty: the rate-payers ask, "Is the van likely to be on

time?" To this the only answer that can be given is that in places where consolidation has been in effect for years there has not been much difficulty about that. The vans run on schedule time, but if exact connection is not made the children walk on until the van overtakes them; in some places arrangements are made for them to wait at a house. The history of the movement has been that better roads, summer or winter, follow in the wake of the consolidated school. When the rural mail was inaugurated the same objection was raised, but now one seldom hears of it. During a few days storms may be so bad as to give some difficulty, but that condition would exist even if there wasn't consolidation. The Manitoba Report for 1917 says that the children who come in vans show better attendance and better health than those who walk. Always the driver is responsible for the conduct of the children in the van. He is given the authority of both teacher and trustees to keep order. Not long before Mr. Chisholm had visited the consolidated school at Hudson, near New Liskeard. He had there found one van with 35 children. They sat in two rows, with the driver at the head,—"and they were the happiest lot of children you ever saw." A teacher went with each van. Incidentally the consolidation system solves the rural boarding-house problem for the teacher.

Mr. Chisholm mentioned that the school at Hudson has been in operation since 1910, and has been in every way successful. At Mallorytown a 4-room school is now being built and at Wellington Prince Edward Co., a vote was being taken at the time of the Conference. The school at Guelph he had found very efficient. At present the farmers about are sending their children to it by radial because of the better education they get there. Stamford has established a fine consolidated school with swimming baths, gymnasium, and Assembly Hall. There are also schools at Stratton, Dorion, Tarentorus, and Nobel, and other places are developing.

In reply to a question about uniting sections where the divisions are rather difficult to manage, he said that sometimes a consolidated section can be rounded out by taking part of an outlying section. In some places this is being done on the petition of the people to be put on the consolidated area. All that is necessary in doing this is to approach the township council and give them a strong petition. First the voting must carry; the division doesn't take place until the consolidation is approved by the Minister of Education.

Where there is an incorporated village with townships on two sides it is necessary to consult both councils. The cost of consolidation proved an interesting part of the subject. The Minister in Manitoba, said the speaker, stated in 1914 that the cost per pupil, under the consolidation system, was \$5 to \$8 more per year, including transportation. When children go to High School the cost is much greater than that. In this way consolidation gives the poorer farmers a chance to educate their children. Also parents are sometimes afraid to let young children go from home to high school; the consolidated school obviates that difficulty. Recently the grants have been increased by 50 per cent. over those announced. A grant of \$3,000 is given outright by the Department for each consolidation, and there is a building grant of from 30 to 45 per cent. of the contract price of the building and the site, in addition, but the grant must not exceed \$9,000.

Recently the grants to rural schools have been greatly increased, and in such a way as to make it actually cost less, in many cases, to engage a good teacher at a high salary (a pamphlet containing full information can be got by applying to the Deputy Minister of Education, Toronto). Now if five schools consolidate four will do the work five were doing and will still get the \$3,000 grant from the Department.

For convenience the matter of building has been arranged in classes. If you can build a school for less than 5 per cent. of the assessment, it goes in Class 1; over 10 per cent. is Class 3; and between Class 2. The grant to Class 1 is 30 per cent. for building; to Class 2, 37 1/2 per cent.; and to class 3, 45 per cent. In case the school is used as a community hall there is a grant of \$2,000 extra. The question of how to dispose of the old school buildings is always brought

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