

other object lessons, which would train their observation, quicken their intelligence and lead them to have desire and capacity for living happily amid rural surroundings.

Another way in which I would suggest progress would be to start evening continuation classes in the rural districts. These would provide the true solution for education in agriculture of youths in the country at the ages from fourteen to eighteen. One or two central schools of each of these groups might be chosen for evening continuation classes. At these, what the young lad working on the farm saw during the day with his uninstructed eye, could be explained to him in such a way as to awaken a new interest in his work and greatly increase his ability for enjoying it and carrying it on well.

Moreover, in some districts, the area for the rural school is so small that the need of funds and the isolation of school authorities from contact with others, cause them to let educational matters drift into still greater weakness and helplessness. If in some district an object lesson could be given of the consolidation of five or six rural schools and of the establishment of one well appointed and well sustained central school instead of five or six weak ones, that might lead to a general improvement in that direction. In some of the United States the consolidation of rural schools has already been carried out to a considerable extent, and in most cases with a very great gain in the quality of the education given in the locality and with no increase of cost to the ratepayers. It has not been difficult to arrange routes for the collecting of milk or cream to one central place; it would not be more difficult to arrange for the collection of children on various routes to one central school, and certainly the children of a neighbourhood are worth the best care and thought and spending of anything in the locality.

To make possible such work as I have hinted at and to let it be capable of anything like general adoption and extension, there is need for further preparation of the teachers. At several places in England this year, short courses have been provided for periods of only three weeks, with the expectation of doing a good deal towards qualifying teachers to carry on their work in a better way. In Canada it might be possible to arrange for courses of training for say twenty-five teachers at one place, each course to last for two months. During this course the teachers should carry on nature