

They make for homes becoming more loveable, wholesome places to dwell in. They form tastes and standards which tend towards conserving and developing the love of labor, the love of ideas, the love of truth, and the love of one's fellows.

The kind of a school I would like to see for rural life is one that spells ability, intelligence, and good will: For the body—power and skill; for the mind—grasp of truth and insight; and for the spirit—"Peace on earth, good will to men."

THE SIMPLE LIFE.

At the Macdonald College at St. Anne's last winter, there were 250 hens living in colony houses, one board thick, with the thermometer occasionally 17 degrees below zero inside. When the water was frozen a man would shovel in snow or the hens would run out and pick it. They were fed on dry grain once a day, and were not given any hot mashies. They had to scratch for a living. About the middle of November they began laying eggs and laid over 10,000 eggs by the end of March. One of our neighbors, a wealthy man, heats his hen-houses with fuel. He had about 200 hens, which were fed with bran, hot mashies, flavored, and perhaps perfumed. Nevertheless, those hens did not lay enough to supply his town house, which used seven dozens a week. His man came to our place regularly and bought from us the seven dozens of eggs, for which we charged him sixty cents per dozen. Our hens were educated hens, living by labor, under naturally rigorous conditions.

This illustration shows that unless the creature labors under simple conditions of life, with plenty of fresh air and wholesome food, it is not as productive as it might otherwise be. In our schools we must conserve the love of labor and ability to labor with the hands for the sake of the vitality of the race. We must conserve a love of truth. The less time we consume in merely imparting information in the schools about the dead past, the more time we shall have for training into ability for the application of intelligent labor for the improvement of the conditions of the present. There is a living past as well as a dead past. We must see that we bring into our schools the vital parts and leave the husks and mummies and fossils where they belong.