

with all that stands for better living and better citizenship.

There is a little wonder, then, that thoughtful persons should turn for assistance in the improvement of the rural school to the agricultural colleges who have done so much to educate the boys and men of the farm. They feel that the studies in rural schools do not deal definitely enough with rural things; and that the course should be enriched by a study of the things surrounding the child on the farm.

Owing to the constant changes in agricultural conditions which result from the new applications of knowledge each individual citizen needs a higher degree of adaptability than was formerly the case. These changes in the conditions of life call for a new spirit in education from the earliest years upward. Professor Sadler says, "A vast body of new knowledge has to be brought into educational account. The old tradition has to be examined, readjusted to new needs, and in part discarded, new studies have to be introduced, and scientific thought has to be given to the training of the senses and of the physique."

Professor Davenport says, "The new agriculture means new conditions not only in the business, but as to the people who follow it. The principles underlying agricultural practice are coming to be better known, and farming is growing constantly more difficult. Agriculture is now no calling for the grossly incompetent or helplessly ignorant. Accordingly our people must be educated—educated not only as individuals and citizens, but educated as farmers. The consolidated school is the only plan proposed which will keep intact the coun-

try home, educate the child within the environment in which he is growing up, and make him the intellectual equal of his city cousin. I would have in such a school a good portion of agriculture, shop practice, household arts, and of science in general. Why? Because these are specially characteristic of country life."

From many quarters, therefore, comes the demand that it is the duty of agricultural colleges "to revive and redirect the rural schools," just as they have revived and redirected the farming industry of the country.

There was a time when agricultural colleges taught mostly by books, the head being considered the only part that required special training. But that kind of college has happily passed out of existence, and a new college has arisen, one that is in close touch with country life and full of energizing power for good. The history of the growth of agricultural colleges reveals the fact that the confidence of the farmers was only gained when the members of the teaching force went out from the class-room to the farmers, talked with them, advised with them, and gave practical demonstrations that appealed to their common sense.

In some such way will the rural school be revived and redirected.

The teachers of such schools should be able "to articulate the country school closely and smoothly with the country home, the neighborhood, and the country at large; only so can the instruction of the school take on the reality needed to make it vigorously and practically effective. They should be able to utilize the local community life—its occupations, resources, organ-