

### On Teaching in Country Schools.

When some principle of teaching is presented and elaborated before a body of teachers nothing is more common than for the teacher of a rural school to remark to his fellows with a half-defined sneer, "That may be good for graded schools, but it cannot be followed in a country school." Not long ago a principal of a normal school remarked that lecturers at institutes and associations are constantly ignoring the country teacher, and discussing questions that concerned only the teacher in cities. We believe that this is a false and harmful sentiment, and that it should be vigorously combatted. An extended experience in all kinds of school work, including the country school, and the normal school, and every grade of the city school, both as teacher and supervisor, has forced the conviction upon our own mind that good teaching in one kind of school is good teaching in every kind of school in which the same subjects are taught. The only difference between these classes of schools is a difference in the devices that may be applied. The school machinery differs, and whatever is mechanical in teaching will differ accordingly. Whenever, then, the country teacher declares that certain instruction is good for the city, perhaps, but will not work in the country, it may be true or it may be false. It is likely to be true if the discussion turns on a merely mechanical device. It is absolutely certain that it is not true if it is the presentation of a principle of teaching.

If school teaching is the organic thing we affirm it to be, and if the school system is also an organism and not a mere mechanism, then the knowledge of what is higher must comprehend a knowledge of what is lower in all of its essential features. The man farther down the mountain may declare that the man above him cannot see what is in his own range of vision, but he who is above knows that he sees that and much more besides.

But we intended merely to say that the sooner we prevail upon the teachers in the country schools to distinguish between teaching and mere devices for teaching, the better will it be for them and the more profitable will the lectures at their institutes and associations be to them, provided these treat of *teaching* and not of *devices* for teaching. It is very true that some devices that can be employed in city schools cannot be used in country schools. And this is the whole matter in a nutshell.—Ex.

### Hints for Rural School Teachers.

1. Make up your mind that you are going to like your school, your pupils and their parents. You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.

2. Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.

3. Be sure your schoolroom has the appearance of neatness and the atmosphere of study.

4. Make your daily programme and post it in the schoolroom; then follow the programme. It will help you to do more and better work in less time.

5. Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.

6. Make all reports accurately, neatly and promptly. Know the course of study and follow it closely in all subjects. Many teachers have a tendency to slight the work in drawing and in nature study and agriculture.

7. Conduct the grade examinations based on the course of study fairly and mark the answer papers conservatively.

8. Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.

9. Hold parents' meetings and thus develop a better understanding between parents and teacher, and stimulate a progressive school spirit in the community.

10. Become a member of teachers' associations and attend all of their meetings. This is one of the sure tests of a live, progressive teacher.

11. Hold conferences with your school board or trustees and make the needs of your school known. Don't be afraid to ask for the things needed to equip your schoolroom.

12. Take an educational paper and avail yourself of every possible means of becoming and continuing to be progressive.

13. Don't become discouraged but remember that "difficulties are but opportunities to test your ability."—American Education.

It is one thing to tell a child how to do a thing, it is quite another to have the patience to see him do it right and well.