

dry-as-dust subjects of the average text-book when she has the whole world of a farm boy's occupations or a farm girl's interests to choose from. There is no subject on the course of study,—literature, history, art, geography, hygiene, nature study, in which the work of the class-room can be wholly the same for city and country pupils.

Yet, strange as it may seem, any attempt to adapt the course of study to the needs of the country pupil is sometimes looked upon with suspicion even by well-meaning, intelligent farmers. "I don't want my boy to be a farmer, I want him to be a lawyer," I have heard farmers say. "I don't want to have him taught agriculture. I want you to teach him the same things as city boys, for he will have to live in the city some day." Such an attitude is due to a fundamental misunderstanding. The rural school does not aim to teach agriculture in order to make farmers out of the boys or to fit them only for country life. It teaches agricultural literature and agricultural arithmetic because the farm is the basis of the boy's experiences and interests and it is only in terms of his experiences that he can learn what is useful to him whether in town or city.

But in any case surely no apology is needed for adapting the course of study in a rural school to meet the needs of the farm! Teachers who have read "The Brown Mouse" will remember the scene in which the farmers' wives interviewed the new teacher to protest against the farm arithmetic and other agricultural subjects which he had on his course of study.

"It's a fine thing" said Mrs Bonner, "to work hard for a life time an' raise nothing but a family of farmers! A fine thing!"

"They will be farmers anyhow" cried

Jim, (the teacher) "in spite of your efforts,—ninety out of every hundred of them! And of the other ten, nine will be wage-earners in the cities, and wish to God they were back on the farm; and the hundredth one will succeed in the city. Shall we educate the ninety-and-nine to fail, that the hundredth, instead of enriching the rural life with his talents, may steal them away to make the city stronger?"

The great need of the country school is teachers who know the experiences of pupils in rural districts and who are able to make all their teaching revolve around these experiences. And just there is the tragedy of it—no, "tragedy" is not too strong a word—that we have in many of our rural schools today teachers who know nothing of country life, who do not want to know anything of it, and cannot or will not adapt the work of the classroom to the needs of the country. I recently saw the following as the subject of a debate: "Resolved that no teacher should be granted a certificate to teach in a rural school who has not lived at least three years in the country." There is much to be said on the affirmative side of such a resolution. But mere knowledge of rural conditions is not in itself sufficient. The teacher, whoever she may be, must be "rural-minded." She must see in the course of study, not a mere body of facts to be drilled home, but a means of translating and developing the rich experiences of a country boy or girl in such a way as to fit them for life whether in the city or the country. Inspired with such an ideal there is small possibility that the rural teacher even in the dullest country community will ever have a chance to "die of loneliness."

But the teacher who wishes to "keep alive," must also take an interest in