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"THE PROFESSION WHICH I HAVE EMBRACED REQUIRES A KNOWLEDGE OF EVERYTHING."

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Keeping Alive The Rural Teachers' Problem.

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A YOUNG girl of my acquaintance recently gave up her school in the country and took a position in a town because, as she herself expressed it, she would "die of loneliness" if she had to stay there another year. She boarded half a mile from the school, with two old people who went to bed at nine o'clock every night. There were not half a dozen young people of her own age in the whole section. There was no water for boating and no library for reading. It was two miles to the country church, and the town with its "movies" was five miles away. In a section like that it was easy to see how one might "die of loneliness" and how a teacher might long to escape to the town. But it happened that I knew this particular section well, and it seemed to me that even here there was a possibility of the teacher *keeping alive* if only she went the right way about it. Death from loneliness overtakes only those who make no effort to live.

The possibilities of the rural school teacher really living and enjoying life in the country depend, it seems to me, on three things—her interest in the work of her school, her interest in the

social life of this community, and those interests that have to do with her own personal development. The rural teacher who has these three interests may die of overwork, but never of loneliness.



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The chief interest in the work of a country school lies simply in the fact that it is in the country and that the work of the classroom must be adapted to suit the experiences of country life. No live, progressive teacher would ever think, or *should* ever think, of teaching the same things in a country school as in a city school. The official course of study is the same for the country and city schools, and the text-books are the same; but the experience and the home surroundings and interests of the pupils are different. In teaching arithmetic, for example, I cannot imagine a real teacher confining herself to the dead mechanical, unpractical questions of a text-book when all around her on every farm are problems in proportion and measurement, in profit and loss, which make up the real arithmetic of the farmer. I cannot imagine a teacher with any resourcefulness teaching composition from the