

condition of life call for a new spirit in education from the earliest years upward. 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. Science has furnished an immense amount of usable information that has practically revolutionized the older methods of agriculture; and it is very important that the coming rural citizens should enter into the possession of this information with the ability to apply this new knowledge to practical ends, to bring together different portions of knowledge into new combinations, to realize quickly the bearing of new developments of knowledge upon customary ways of doing things and upon the probable demands for new kinds of service." Besides a trained intelligence, the rural citizen should have a sympathetic interest in the world of nature about him; he should see something of the beauty of the web of life, and understand that his physical welfare depends largely upon his obedience to the laws of nature that he has tried to grasp. More than this, the cultivators of the soil require training in organization and co-operation, for these spell success in agricultural as they do in other commercial lines.

For ages the farmer did not feel much need for co-operation; he required little beyond his own farm; he was self-contained. His earnings were small in spite of the hard work, and he had no desire to speculate, lest he lose his hard earned money. He became independent, but his independence prevented him from getting all he could from his land. He shunned co-operation in matters of common interest to all his neighbors. The products of his farm went to the market alone, very frequently in inconvenient and unattractive forms. Latterly, however, through the desire to have good roads, good local government, good schools and good churches, the spirit of co-operation is invading the communities.

Good rural schools, however, imply good teachers—teachers 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. The teachers should be able to utilize the local community life, its occupations, resources, organisations, traditions and customs, for the rural school."

But again back of this, properly prepared rural teachers must be trained at suitably equipped and suitably located normal schools. Our city normal schools have failed to a large