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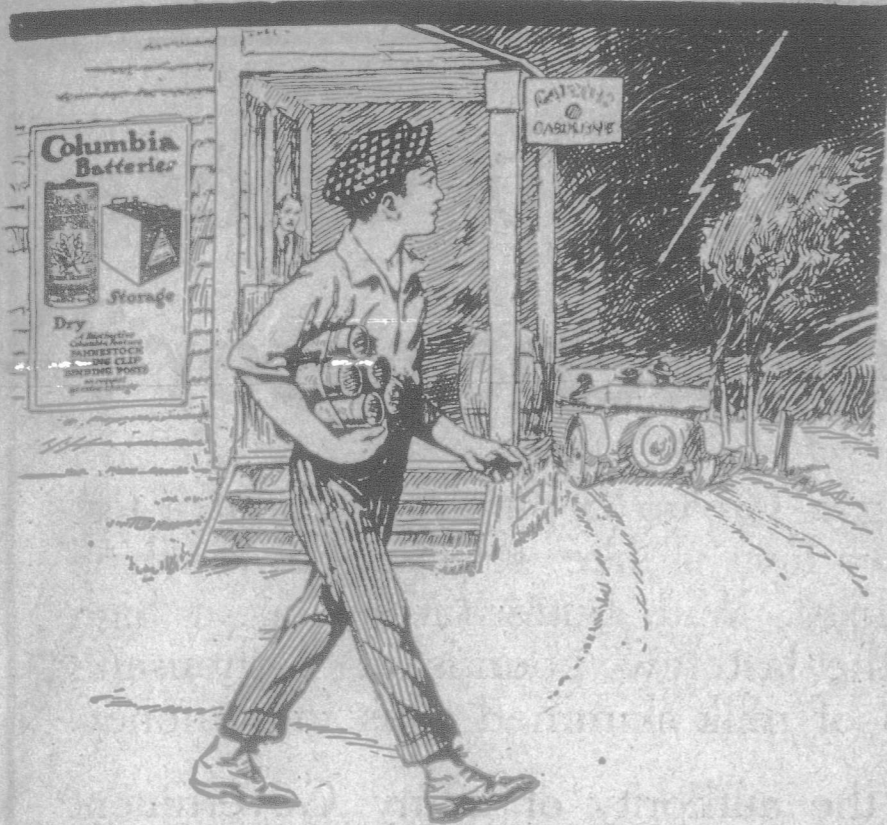
where we are going. Therefore, every rural teacher to know problems and to relate school and lessons more closely to life. Mr. Finn expressed the that rural teachers, as a class, understand rural conditions. The necessity of social conditions, Mr. Finn mentioned inspection, domestic science classes, cultural classes, school lunch, and The teacher must be vital in these and be a prime mover in them started. Such movements should be brought about by rural communities, instead of regulations issued by the Department of Education or Agriculture, then should be wholehearted instead of dry. The speaker furthermore that the day is coming when in the country will have down to a cost basis; hence the rural teacher will join in movements having this object in some communities the Agricultural Representatives are conducting competitions with young to find out the cost of producing of oats, potatoes, etc. This, he would make a good problem in, and the Representatives would to furnish other information on competitions they are supervising. led to the survey made in Oxford from the results of which there taught many excellent lessons. Another survey is being in North Middlesex, which of interest to every farmer in t. He thought the rural teacher plain these things better than she; she should be a director of and by communicating with interested in rural life, through journals and other media, keep in touch with real, not conditions. The fundamental of agriculture should be taught schools, not an array of facts and

or A. H. Leake advanced many in regard to the school hot said that from seventy-five hundred rural schools are now at lunches at the noon hour. se was not altogether to provide in the preparation of these to introduce some domestic instruction. The Government, was prepared to make grants in proportion to the teacher's and the equipment in the school. el Chapman, Toronto, gave comprehensive address on rural problems, and enumerated a great s in which the teacher might leader and director in com-

Organize For Fall Fairs

in Lincoln County, Ontario well organized for the purpose ng their school fall fair work. e agricultural committee of public school teachers met in the n of the Agricultural Office plans for 1919 school fairs: were appointed as follows: and secure the support and women's institutes in districts l fair work is already on the on to be started; 2, to secure \$50 from the Board of Agri- special prizes, such as a cup r schools winning the most school fairs; 3, to draft and the Agricultural Representative prize list and program each school fair district; 4, angements with the Agricultural-entative for a storage room for school fair supplies, so it quarters for the supply of the County.

er had been telling her he rhinoceros family. "Now things," she said, "that gerous to get near, and that les!" promptly answered



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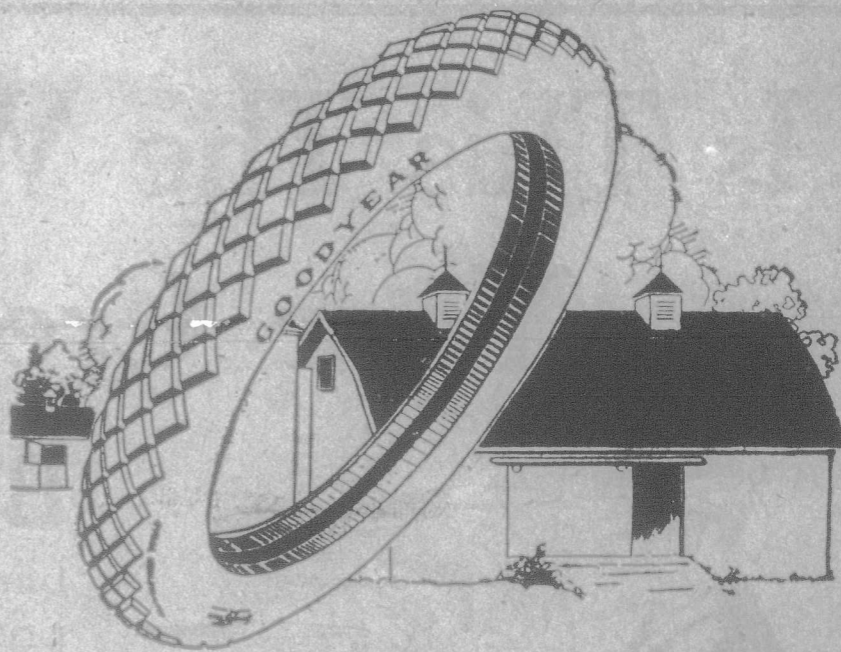


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