

times to break away from the stereotypic forms of the past. In this perhaps we see a reason why educators are so conservative in matters of true rural education—the progress of which has been in this way undoubtedly checked. The fact that in the past education was looked upon as the means of attaining culture led to serious errors in the forming of our educational systems. Culture they thought could only be acquired by a study of the classics. This idea showed itself in the curriculum of our Universities, our High Schools, and even in our rural schools, until our whole system was away from the material world altogether. In this connection, Leake, a Canadian educationalist says:

"The conception of education—that culture could be attained only through the gateway of an intimate knowledge of classical knowledge and literature—was long unquestioned."* Fortunately this idea is changing for the better. Culture is looked upon now as more the ability to think in terms of life than in abstract knowledge. This is true culture for thought must be linked with things around us. Applying this to rural education we see how the education given in country schools must be correlated with the things the rural youth comes in daily contact. It is in this way that rural education serves its true purpose. Before it becomes a living force it must cease to be a dead text-book grind, but must become closely knit with the environment, the life, the actions of the rural youth. They must get education out of the things the farmer and farmers' wives are interested in, and without this connection with the life of the community our schools are going to educate the boy away from the farm.

To conclude this point let me quote from McKeever. Speaking of the way

teachers carry on their work in rural schools he notes,—“So long as we send into the district schools young teachers who have been taught merely in the common text book branches, and whose training has been exclusively pedagogical, the practice of educating the boys away from the farm will go on.”**

Let us consider another defect in our rural education. At the present time our rural schools do not fit the child to face life as it should. Grundtvig, a noted Danish educator, says in speaking of our educational system,—“Present day institutions have their faults namely, that they embitter their students against ordinary work-a-day activities so that they lose all desire to handle tongs and plough and can no longer feel happy in the ordinary manual activities.”*

In this then we see a grave fault in our educational system, and consequently if the education of the youth from the farm is going to be checked we must get away from the idea that the aim of education is to fit the child or student for a life of ease. We must bring in more of the vocational element into our education, so that the student is inspired to fit himself for a life of action and so that he will be qualified to take his proper place in the world of men. Secure is the country which realizes that honest toil by her inhabitants spells moral and national strength. Chas. Sangster, a Canadian poet, says:

"In every land, the toiling hand,
Is blest as it deserves;
Not so the race who in disgrace,
From honest labour swerves."

In conclusion let me state that agricultural and elementary education should be so organized as to cultivate an interest in country life to instil a respect for the occupation of agriculture; to create a due regard for the earth