

should be, and seventy-five per cent. of our population are in the rural districts, depending directly on the soil and its products, and if we believe in the principle of "the greatest good to the greatest number," then, rural education should be a preparation, at least in some degree, for life on the farm. It should lead the child into a more sympathetic relation to his daily life "to the end that his life may be stronger and more resourceful." This does not mean that these schools should teach only the art of cultivating the soil. Rural education should be broadened not narrowed. It cannot be broadened by teaching agriculture only; boys and girls must have a knowledge of language, history, mathematics, etc. Language is a mind tool; the hoe a hand tool. Training in the use of either may be education; but, for best results, they must go together.

In order to develop the trained hand and cultivated mind, more emphasis should be laid on the method of acquiring the information than on the information itself. Mere facts, however important, are not all of education—they are of secondary consideration. How the child acquires those facts, is of vastly more consequence from a pedagogical point of view. The pupil should, as far as possible, be led to rely upon his own resources. He should be led to investigate problems for himself and thus acquire his knowledge first hand. It is the thinking man, "the reasoning and the reasonable man," that makes "the good citizen and the honest neighbor"; so it is the child that is taught to see things as they really are, and to think for himself regarding the things he sees, and is thus led to draw correct conclusions from what he sees, that makes "the reasoning and the reasonable man," "the good citizen and the honest neighbor." In training the eye to see, the ear to hear, and the mind to perceive, we have done much to aid the child in understanding the more complex things in real life. It may not be true "that only those things are useful which one finds out for himself," but no one will deny that from the ideal as well as from the economic point of view of education, those things are of most use which one finds out for himself. But the world is too wide and life too short to turn a child out by himself and expect him to come, unaided, to even a fair understanding of the mysteries of nature; yet, give him a wise and careful instructor, and he may be led to see how nature solves her problems and thus be better prepared to solve those problems of life which confront everybody, and which each individual must solve for himself.

Is all being done that can be done to improve rural educa-