

izations, traditions and customs, for the rural school."

All this implies that the teachers should have some practical acquaintance with the elements and principles of agriculture, household science and manual training, as taught at the agricultural colleges.

Hitherto, the normal schools have failed to a large extent to train teachers for the special work of country schools, simply because they were located in large cities where rural life could not be studied to advantage, where it was impossible to get that scientific and practical knowledge of farm life that is so essential, and where the practice work was done in city graded schools. "City schools teach city life and the facts and atmosphere that go with city life." The rural teacher has seldom to do with a graded school, and his problems are entirely different from those of a city teacher in a highly graded school.

It would appear, therefore, highly important for the future welfare of the rural population that a Normal School should be situated at the Ontario Agricultural College, where there are unsurpassed facilities for instruction along the very lines that have been indicated. Three years ago the O. A. C. made an excellent beginning in preparing teachers for rural schools, and perhaps no better work was ever done for rural life than that done by the Macdonald Institute. But the work of the last three years in training teachers should be continued by the Department of Education, in co-operation with the Department of Agriculture. The writer has received many unsolicited letters from both principals and inspectors of schools testifying to the improved efficiency of the teachers

who have received instruction at the Macdonald Institute. Even better work could be done for our rural schools if a normal school were established and the full normal course given.

With a Government alive to the situation, and willing to better the position of the rural school and its teacher, the outlook is hopeful; but it will specially require the active support of the students and graduates of the O. A. C., who perhaps realize best what is most lacking in the rural schools. May we hope to see these young men and women champion the cause of rural schools by demanding better equipped schools, better paid teachers, and a course of study that will fit the country child for his best service on leaving school.

But the work of the agricultural college should go beyond the making of farms more productive, and the training of teachers for rural schools. Increased productivity does not necessarily mean increased profits. The marketing and transportation of the farm products are important factors.

The welfare of an agricultural community under modern conditions depends, in a large measure, upon the power of organization, upon readiness to combine, upon prompt and intelligent use of scientific methods and upon co-operation in putting the produce of the farm upon the market in convenient and attractive forms. Hence a study of these questions as related to farm products should be given a more prominent place on the curriculum.

More attention should be given also to economic and social subjects from the point of view of the farm. Not only are good roads, good politics, good churches and good schools proper