

the rural life of the community. This means, in the first place, that she must know something of the home life of her pupils and something of the difficulties and problems of these individual homes. The teacher who imagined she would die of loneliness in her particular section had never visited in the homes of the community. She knew nothing of the individual kitchens in which tired farmers' wives worked out farm problems. The supper table and the dish-pan, with a friendly talk over the progress of the boys and girls, are great antidotes for the die-of-*loneliness* disease. But to get into the heart of the family you should know something about farm conditions and farm problems. Upon what farm topic can you talk with intelligence? What, for example, do you know about poultry? Can you discuss the respective merits of barred rocks and leghorns? Do you know anything about feeding poultry? Can you suggest anything that might increase the egg yield? And if it is not poultry, what is it? Fertilizers, farm drainage, weeds, tractors, good seed, smut in the grain, or even the effects of the weather on the crops,—on some one farm subject surely you can make yourself proficient. An old neighbour reminded me the other day of an experience that she had had, which must be typical of the experience of many farmers or farmers' wives when the school teacher comes to visit. "I remember," said she, "one day when I was staying with my sister, a visitor came to the house whom we could make nothing out of. To everything that was said to him he replied in monosyllables. No one could find anything to talk to him about, and when at last after vain attempts at conversation, my sister had to leave the room, she cast a pitying glance in my direction. There was a long awkward silence.

I racked my brain for something to say, and at last almost at random I ventured the question, "Have you many cheese factories in your part of the country?" Ten minutes later, when my sister returned, to her astonishment the visitor was talking in a loud voice and arguing with the greatest vehemence on the cheese industry in Ontario. I had by a lucky chance struck upon the one subject in which he was interested and had something to say." When you visit the farmhouse are you the dour visitor to whom no one can find anything to say? Upon what farm topic can the farmer talk to you with the chance of finding any intelligent response?

And then, aside from your interest in the farm and its problems, there is a whole field of activity in the social life of the community itself; and in this social life the teacher must always play her part. Is your school house a social centre for the section, a place where the farmers' club and the women's institute and other local organizations may meet? Is there a farmers' library in your school-house, with bulletins, farm magazines, and books that you can circulate in the section? Is there an open air skating rink where the young people may meet in the winter? Or do you hold a school picnic in the early summer? Have you organized a boys' bird club or a girls' canning club? Have you a school garden? What have you done to interest the boys and girls and parents of your section in the rural school fair? Is that school room of yours merely an institution for assigning homework or doing "sums," or is it a radiating centre of social influences which make for greater co-operation and community improvement and good will among the families of the section? The idea that the school should be a community