

two or three years. This desirable result, however, can never be brought about if the teacher considers himself—perhaps we should say *herself*—a superior being, altogether too fine to “mix” with the people of the neighbourhood. A teacher who considers every hour spent in the section an hour of banishment, can never do much good in the social way. One cannot help feeling for the teacher who has been forced by financial reasons to work amidst uncongenial surroundings, but still the fact remains that a real teacher is a force in the community, and as such should do something outside of the school-room to elevate the social life of the people. If the community is dull the work of brightening is all the more needed, and when done will be all the more noticed. A distinguished writer on a kindred subject says, “Do not the first ten inches of an oak from the ground measure as much in height as the last ten of the topmost branch? The up-lifting anywhere is the same, but the chances of success are all in favour of the lifting low down.”

Each community has its intellectual life, and in matters intellectual the teacher must lead or suffer, perhaps we should say lead or die, professionally. No sensible person contends that in large communities where eminent professional men abound, the teacher can lead in all things intellectual, but he should at least be a recognized authority in his own sphere. In rural communities he must be an intellectual force, a force that the boys and girls consider almost infallible in some things. And be it remembered that the young people in many rural communities are better informed as a rule than the young people in towns and cities. They read more, think more, and spend less time in frivolity than is spent by the young people who live amidst the distractions of the city or town. Hence the necessity of having particularly well-equipped teachers in

rural schools so that they may command the respect of the young people of the community. Nor is a high-grade certificate enough. A teacher who cannot pronounce correctly such names as *Kruger*, *Cronje*, *Foubert*, *khaki*, *kopje* is on slippery ground at the present time, no matter what the grade of his certificate may be. A teacher might easily lose ground by the way he pronounced *Johannesburg*. Some of the boys and girls know how to pronounce the name of the golden city.

A teacher is placed at a serious disadvantage if he does not know more about books than is known by most men in his community. In fact there is no way in which a teacher can help to elevate the intellectual life of the community so successfully as by constantly calling the attention of the people to good books. To do this the teacher must know good books.

Should the teacher take part in politics? His right to do so in a free country is beyond question. He is a citizen, and as a citizen of a self-governed country he has just the same rights before the law as any other citizen. To challenge the right of a teacher to vote or to take any proper part in public affairs is an impertinence—a gross impertinence. Nay, more, the intelligence which a teacher is assumed to have gives him special qualifications for the discharge of his duties as a citizen. Courts sit for days at great expense trying to ascertain the intention of the elector who has not enough of intelligence to mark his ballot properly, and is it not provokingly absurd to say that the man who teaches the children of this erudite elector should not be allowed to vote! The fact that a teacher draws his little salary from ratepayers of both parties is neither here nor there in the case. Almost any elector is more or less dependent on people in both parties for his living. Lawyers, doctors, merchants, business