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ees who think that the equipment which was placed in the school when it was built thirty or forty years ago should last and be sufficient for ever. And there the teacher is expected to train up the child and educate him, teach him everything good and needful, and unteach all the evil and bad habits he has learned before he came to school. From whence cometh her aid? Not from the parents generally; not often from the Trustee Board, but from her own experience, her own tact, and her own resources.

Why does not the teacher take an interest in Institute work, and thus spread her knowledge over the community? If she does not do so, there are many reasons. Perhaps some young teachers are too bashful, and do not feel capable of reading papers before a society of women, many of whom are many years her senior. Teaching school before a group of little children, and reading a paper of your own composition before a group of criticizing women, are two totally different things, and reading that paper may be just as hard for some young teacher as teaching forty or fifty children for one day would be to a farmer's wife.

Then, a teacher may feel that, as she is paid to teach school, and not to educate the Women's Institute, her time belongs to the children, and if she has not time for both, the Institute may get along without her.

But I think the principal reason in many cases is that the teacher knows that she is begrudged a half-holiday, or even a few hours off duty, and if she should close school to attend an Institute meeting occasionally, she will be up on the carpet for robbing the section. Many teachers are not brave enough to face that situation. We know one teacher who prepared a paper for an Institute meeting, walked three and a half miles on a hot June day to read it, and then was censured as we have just stated, but it has not prevented her from taking an interest in Institute work, and, although she seldom attends a meeting, she is a member of the Programme Committee, and prepares papers for others to read. We believe that every teacher would take an interest in the work were it not for the fear of criticism for neglecting school duties. How can you expect a person to become and remain interested in something from which she has so seldom an opportunity to obtain any enjoyment or benefit?

After all, why should the teacher be interested in the Institute when the Institute takes so little interest in the school? The school is practically the teacher's domicile, and the place where the children spend at least six hours of the day. How many parents are ever interested enough in their children's welfare or the teacher's work to visit the school and see how the school is managed, or commend the teacher and pupils in their work? I have taught in rural schools in Ontario for fourteen years, and in that time have not once had a visit from a mother unless we made an "At Home" or something of that kind and specially invited them. Turn about is fair, and if you expect the teacher to take an interest in you and the Institute, take a slight interest yourself in the teacher and the school, not in a criticising spirit, but in a spirit of encouragement and helpfulness.

A school-teacher better than her peers! Never, but often better than those about her. A teacher may learn many things from a farmer's wife, just as a farmer's wife may learn many things from the teacher. There are teachers and teachers. Yes, and there are farm wives and farm wives, and, thank Heaven, they are not all so narrow-minded as Greybird appears to be. "Book learning is not all of education, nor is a knowledge of how to cook, stew, and bake, but a knowledge of how to look at a subject from all view-points is also a part of education, and a part which we think was sadly neglected in Greybird's education. We judge from her letters that there is just a little trace of jealousy in her sarcastic criticism of some poor teacher who has been unfortunate enough to fail to appreciate Greybird's knowledge of the art of cooking, etc., or she would not pick out one example of a helpless teacher and hold her up as a sample of the rural-school teacher. There are teachers, we must admit, who know

very little about any work outside the school-room, just as there are housewives who know nothing of any work outside the house, and very little of that, but they are not common. I am a teacher, and a farmer's daughter, and I am proud to say that I can and have done all kinds of house-work, garden-work, and field-work, know a little about music and fancy-work, and when I go home for my vacation, I can take my place there with the workers and spare someone else, and I believe there are many, many such teachers. But we love our schools, and they come first with us. I do not think it would be any great crime for a teacher who had been raised in the city and had never seen a daisy grow, to be unable to recognize a daisy when she saw one for the first time. I would not call that ignorance. There are many things that teachers would know and understand that Greybird or any other farmer's wife would not have a single idea about.

Yes, Greybird, there are boarding-houses and boarding-houses, and we know a good deal about them, and we are thankful we do not board in Greybird's home if she expects us, after teaching school all day, overseeing, directing and managing forty or fifty children ranging from five to sixteen years, who, to use their mother's words, are nuisances or annoyances at home, and must be sent to school to be kept out of the way if for nothing else, to do for her all the "summer girl" did. Tom Sawyer discovered a great principle—that play consisted of what we are not obliged to do, while work consisted of what we are obliged to do, and this was the principle on which the "summer girl" worked. We often find that when we are willing to act "the daughter part" to our landlady, she is ready to become a tyrant and make of us slaves and "apron-string" girls. Of course, we owe some respect to our landlady, but the landladies and women of the section do not know nor realize what opportunities they have of befriending and helping the young teachers who come among them, if they would use a little of that tact and interest which Nature intended every woman to be possessed of.

We don't blame you, Greybird, for feeling sore at that empty-headed teacher who looked down on you and then went driving with your son in his new buggy just when you wanted to go for a drive, but do not be too hard on her. Perhaps she is young and giddy, but some of that class turn out well when they become a little older. Just take her in hand a little yourself, interest yourself in her and her work, and if she is any good at all she will soon become interested in your work, and you may some day make of her an excellent housewife.

SCHOOL-MARM.

Wentworth Co., Ont.

News of the Week.

CANADIAN.

Eight were killed and fifty injured in an accident on the C. P. R., near Ottawa, on June 25th.

Seven died in Toronto as a result of the extreme heat on June 27th.

Contracts have been let in Toronto for the construction of a fine new Union station.

At the Medical Convention held in London, Ont., last week, Prof. Adami, of Montreal, Chairman of the Canadian Committee appointed to inquire into the Friedmann cure for tuberculosis, reported that, so far, no benefit whatever has been found by the committee as a result of the "cure."

Caterpillars, both "tent" and "forest," have been invading Eastern Ontario during the past fortnight, causing great destruction of foliage in orchards and wood-lots.

Rideau Hall, Ottawa, the residence of the Governor-General, is to be reconstructed at a cost of \$125,000.

Arthur Meighen, M. P. for Portage la

COMFORT SOAP

"IT'S ALL RIGHT"

Makes Monday shorter, easier, cooler.

POSITIVELY the LARGEST SALE in CANADA



THE SHEATH ROD

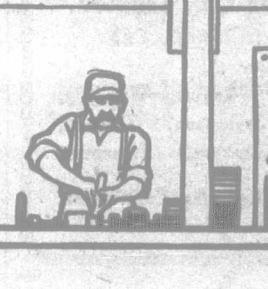
Mr. W. S. Rogers, State Fire Marshall, of the State of Ohio, says that "The metal in a Lightning Rod should be so shaped as to give a large surface, because the current caused by a thunderbolt is of the sort that travels near the surface of a conductor." That is called "Skin Effect," for the electricity crowds into the one-thirtieth of an inch next to the extreme surface.

There is a form of Rod known to the Trade as a "Sheath Rod," which is of Ideal Construction. The copper is on the surface where the current goes.

The "Sheath Rod" with greatest conducting surface is the "UNIVERSAL." It is fastened with a Lock Joint.

Would you like to see a sample? Drop us a card.

Our goods are "Made in Canada," by
THE UNIVERSAL LIGHTNING ROD CO.
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"The Fairbanks-Morse Engines are the best we have in this part of the country. They are simple to operate and give the greatest amount of power for the least quantity of fuel."—M. F. MacLeod, Spring Hill, Que. In the construction of

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fuel economy and power efficiency are given special attention. The result is an engine that runs effectively on gasoline, kerosene or low grade distillate—maximum results at a minimum cost. The cost of engine distillate is less than one-fourth that of gasoline. Fairbanks-Morse engines are made in any size from 1 to 200 h. p. Vertical or horizontal, portable or stationary. Equipped with Bosch magnetos and guaranteed.

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6 h. p. horizontal stationary engine in the workshop will run grindstone, lathe, drill, forge blower and other power tools.

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It is full of valuable information for the farmer and is free. Fill in the coupon and mail now.

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