

der those who meet us day after day happier, wiser, and better for being with us.

So musing and chatting pleasantly we journeyed on homeward bound, over the peaceful country rendered doubly attractive by the calmness which everywhere reigned. Just as the golden and crimson lines were dying out of the western sky, and the stars beginning to peep through the blue, we arrived at home, pausing a moment to drink in the glory of the beautiful night. A song, rivalling human melody breaks upon our ears, which we know to be the last note

of the bird of the shadowy hour, vibrating deliciously through the gathering gloom.

An hour later we open our study window that faces the eastern hills and with the shadowy walls and turrets of the old Jerusalem looming up to our imagination we pray God to bless us in our work, and to enable us fully to experience its great importance. O, for wisdom to train the intellect and soul for higher joys and prepare the tender hearts for a full participation in the pleasures of the city of which God is the sun !

TEACHING CERTIFICATES AND SCHOOLS IN RURAL DISTRICTS

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Every Inspector, having charge of schools in Rural Districts, is aware that a change is required in the working of these schools. Despondent and disheartened, he looks forward to a time yet to come, when he can have real and effective schools under his charge. Doubtless he finds cases of individual improvement, or improvement in individual schools, but to take them as a means of improving and properly educating the yeomanry and laborers of this "Canada of ours," he is compelled to acknowledge them to be an entire failure. When we consider the inadequacy of accommodation, the irregularity of attendance, the apathy of ratepayers and Trustees, the want of spirit in the Teacher, the overwhelming work for an engine of defective powers, we are at no loss to account for all this. To create within the minds of parents and guardians a desire for a thoroughly effective school, to overcome the irregularity of attendance, to make the teacher identify himself with the welfare of his section, requires not only the due performance of the teacher's duty and a strict carrying out of the provisions of the school act, but a responsible

and conscientious feeling in the teacher's mind that the advance of a section is an advance in his own worldly welfare. To do this you must provide him with a stimulus that will spur on his flagging spirits and cheer him in his moments of despondency. We propose to point out how this may be done.

It is a well known fact that first class certificate holders, will, if possible, secure a school in some city, town, or incorporated village, in preference to a school in a rural district. Why is this? Because salaries are higher, schools are graded, the parents and guardians are more watchful and careful, a regularity of attendance is easy to attain, and he looks forward to the time when, by the means of his present position, he may attain one yet higher. The natural consequence follows—a very large majority of the rural districts employ either second or third class teachers, or first class old County Board. We would not for one moment reflect upon these useful and hard-working classes of teachers, for among them are often found some of our most efficient teachers. It is also a fact that cannot be