

good-looking!" And I have even heard the remark, "What kind of clothes does she wear?" Not very educating or elevating questions I am sure.

Thus, week after week, and month after month the work goes on, the teacher doing conscientiously what she believes to be her duty. The parents show a lack of interest in teacher and school—they are too busy! I know one teacher teaching in a rural district who has never had one invitation to visit the parents in the home, during the year she has taught there. What teacher would not like to discuss school problems with the parents? Parents of this type surely do not feel the responsibility of the education of the precious young lives which God has entrusted to their care. Surely a condition like this should not exist in this Canada of ours.

Then there is the question of the rural school inspector. In the first place they have too many schools to visit. In the second, when they do come, say once or twice a year, they only have a short time they can spend with the teacher, perhaps leave an encouraging word, the first she has received for months.

In the third place there is the problem of the school garden. These, generally, are a failure. Why? Because no one outside the teacher and pupils have an interest. The trustees know their own land must be prepared the preceding fall for crop the next spring—but the school garden is out of the question. In the spring after being asked two or three times they send over one of the neighbors who runs quickly over the central part with plough or cultivator, and leaves the rest for the teacher and pupils on Arbor Day, of course that is all they have to do.

Then about lighting fires, sweeping floors, dusting, etc. This generally falls to the rural teacher while her more favored sisters of the city and town have a janitor for the purpose. Teachers should not be called upon to do this work and I think those who are so ready to criticize her for refusing should try teaching for a while. Their decision would most certainly be that the teacher's path was not all strewn with roses. They would decide also that the services of a good teacher cannot be paid in dollars and cents, but a few kind and encouraging words would be very much appreciated.

There seems to be a lack of co-operation between teachers and parents which should not exist. We find co-operation in every line of business except that one in which the young lives are concerned. It is time people would open their eyes to the fact that the rural school is twenty years behind the times. I also believe the rural teacher should be one who was raised in the country and loves country life. She should also be physically strong for what profession demands better health than does the teaching profession!

It will not be until these conditions are bettered that the constant rush from country to city is lessened. Can anyone blame a teacher for only teaching for a year or two and then going into some other profession? It will not be until Canadians rise up and revolutionize the rural school, that they will retain good competent teachers, those who will make teaching their life work.

Another subject for discussion is that the teachers do not earn their money—only work from nine to four. These people have no idea the problems which must be solved between four and nine. "Man works from sun to sun, but teacher's work is never done." Was there ever a conscientious teacher who did not have many problems to solve, such as presenting new subjects, dealing with each child individually, the most efficient methods, etc. When does the time come for silent thought? Very often in the quietness of her room at night, and often after her weary head has reached the pillow and all others in the house are enjoying quiet peaceful repose.

In many cases too many social duties are expected of the teacher. It is forgotten that she has a private life outside of school. Reading, sewing, music, fancy-work and correspondence all require time and help to furnish the necessary recreation.

A RURAL TEACHER.

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**RED FOX SET**—Stole is animal shape in fine Australian Fox, lined with grey satin, and new melon shaped muff to match. Trimmed with head and tail. Regular \$35.00 for **\$19.75**

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gs and Supplies— desks, suitable for ; 2. Good teacher's air; 3. A good book- llection of supplemen- of carefully chosen reading (These to be ps, globe and diction- water supply, wash- wels.

tion—1. School well asified; 2. Well kept laily; 3. A working



for a pile.

regular attendance; 5. 0 days in the year; 6. Co-operation between her with frequent con-

teacher—1. Second-class letter; 2. Rated by In- od teacher; 3. Attends l reads one or more als."

### PATH OF ROSES

at reader of The Guide ated the articles on the m time to time. First the rural school from ndpoint. Does anyone ceive more criticism or initation? She comes possibly two days or he night previous on commence duties. She nber of the community, oarding place and left herself. Next morning, stranger in a strange off for school. Here the wideawake young ave come early to get e of the new teacher. dy heard all they could rious sources as regards experience, parentage, make her own acquaint- children, and of course nd all bounds the first at sort of stuff she is night in the home the "Well, how do you like r?" "How many times strap today?" "Is she