

the worthy residents of the section to the contrary, notwithstanding. What teacher has not heard—"Oh, you have the easy times, only to sit still and hear lessons, use the rod a little now and then, nothing to do on Saturdays, and pay for your vacations." We admit that in certain cases the picture is a true one. Many school sections employ as teacher some young man or woman who has acquired his or her education, such as it is, in that or a neighboring school, and and being "smart" has got a certificate, on the strength of which the work of teaching is commenced, with no idea on the part of the teacher as to the best way, or indeed any way of securing discipline and imparting instruction. We will not say that in these cases our rural friends are astray in their remarks, but the want of discrimination in their application is a mill-stone around the neck of the teacher who knows how to work, and does work conscientiously. The class of teachers first mentioned do, and ought to work for a much smaller salary than the trained and experienced teacher, so that unless the latter has the unheard of good fortune to find a rural section which knows and is willing to pay for the difference, he gives up the idea of a country school in disgust, and seeks employment in town schools. It is not altogether the financial side of the question that decides the class of teachers generally found in country schools,—I say generally—for here and there is an exception.

Lack of appreciation will in time discourage the most faithful and determined of workers, and for one section which appreciates and co-operates with its teacher nine do neither. Practically, some children—too many—attend school with the firm impression that they are to meet there, not a friend and helper, but a

natural enemy. The idea is not "indigenous," but is implanted by the child's elders, fostered by his being encouraged to repeat at home all that comes within his observation at school, and listening to criticisms on his version of his teacher's proceedings; under these conditions very little time suffices to make the child an adept as a reporter, possessing in a high degree the indispensable reportorial quality of imagination, and good for nothing else. Any case where severe discipline has been found necessary for the mental or moral improvement of a pupil, is made the subject of discussion at numerous neighborhood tea-drinkings; any grievance—real or supposed—is made much of; charges of tyranny, partiality, &c., are made against the teacher, his efforts to govern and instruct the pupils under his charge misconstrued, and his authority weakened.

In every Section will be found a few—may their number increase—who feel an interest in the children, their work, and their teacher. They are the oases in the desert;—then there are the people who know nothing about the school; their children never say anything against the teacher, nor anything *for* him, might be added; *they* are the long, dreary stretches of sand in the desert, wearying to soul and body, and sometimes dangerous in time of storms. A third class are the active fault-finders, the brambles, briars, thorns; as a rule they never visit the school, but are fond of saying that "Somehow or other, their children don't seem to learn anything; the teacher don't get them ahead any," but they never look inside the school-room to see why such a state of things exists. Probably the programme in case of the pupils who "don't get ahead" is about as follows:—

"Tom" or "Susan," as the case may be, "hates to go to school so bad that I didn't make him (or her) go