

formed to, the inspector follows, writes the results in school, but cares and knows nothing of the penury and want of the district, and sets his judgment upon the school, telling the trustees in his report that certain things are done or are not done. Let him come to such a place and take up the poor teacher's burden and he will pray that he may be relieved from the sinecure he thinks the post of teacher to the school in Range X, Township Y, is.

I have taught in such a place and know the misery that exists. Children tramping to school the whole year without an overcoat, and the temperature registering 42 degrees below some days. Others having to wade through water to their knees. Others sleeping in cramped spaces, where ventilation was an unknown quantity. Food in most cases of the slimmest quantity; vegetables in the winter at a premium. The little children having to slave to help out in the work: milk cows, buck wood, do chores, etc., before starting for school, have to trudge from one to three miles, and then expect the teacher to make headway. Surely it is the greatest farce of the educational system of the Province. Yet the parents of these same children are the forerunners of the future, going into the wilds to open land where the more affluent will creep in bye and bye. Can it be expected that the programme of studies apply to each type—and could a city-born teacher, with all the advantages of a well-ordered home, be expected to take up such a task? Absolutely and hopelessly No! Yet someone must go, and those who do are looked upon as fools when there are so many schools much more convenient to a town or what might be termed civilization.

The teacher who dares to undertake such a task must love the work, and if so the programme of studies should be like the line in breaking in a colt, used only as occasion should need. Fancy conforming to the physical drill section

in an ill-ventilated room, that is heated with a wood-burning stove, scrubbed out once a year, swept out during lunch time so as to disseminate the microbes. 32 children in the room, only the alley-way between the desks, each child having done five times as much labor as any city child. Oh! the mockery of it all! Why is the city child taken as an example of what is good for the country child? Yet by progression they are trained to one end, viz.: the commercial course, teachers' course or matriculation so as to swell the masses in the city. If the cry of "Back to the Land" rang true, why do we not have some effort made to get them back on the part of educational authorities. but it crowds the life of the country child at a time when the formation and knowledge is hard to imbibe, and as soon as he or she is capable of realizing anything for himself or herself the student is switched off from "Back to the Land" to the commercial teaching or matriculation courses—so that the school plays with the mainstay of the Province (Agriculture) up to Grade VIII. and then turns the whole down as a profession.

Give us the training school for farmers, where land is to be had almost for the asking. Supply, equip and run such a system, charging the students for their board. House them and get efficient instructors and run a vast farm, bringing in theory with practice. Teaching incubating, poultry raising, dairying, cheese and butter making; the department of a farmer's wife. Growing, planting and cultivation of crops. Plowing, breeding of stock, their points, care, etc. Make one or two vast centres where the students agree to stay two or three years, from 15 to 18, and then the results of increased practical knowledge, coupled together with theory, will make a country programme of studies essentially different from that given in a city, and thus could the country financially and economically be benefited.