

that concerns schools or schoolmasters. In this respect I have been greatly pleased with the state of things in Scotland. I do not say that my fellow-countrymen have reached perfection. This has not been attained anywhere in educational matters, as the future will certainly demonstrate; but they are doing well north of the Tweed, and their motto is *Excelsior*. Many of their schools, in point of modern improvements, furniture, discipline and methods of instruction, are equal to the best in Canada and the United States; with this advantage in our favor, that we enjoy greater freedom in discarding the obsolete past and adopting the best that scientific discovery can suggest. This is the true line of educational and national progress.

It is far from being followed in many of the rural districts and towns and villages of England and Wales. There conservatism and mental stagnation have reigned among the lower classes for centuries. Do-the-boys Hall and its celebrated head-master, Squeers, may be things of the past, and may have no surviving friends to defend them, but there are still not a few educational establishments under Church and School Board control that deserve the same oblivion. I speak of what I have seen. Fancy a school-house consisting of one long room, with correspondingly long boards for desks, and backless benches of uniform height for pupils of all ages to sit upon. A blackboard about a yard square, set on an unsteady stand in the side of the room. A tattered little map of Britain on the wall. A sort of stoveliike heating box in one end of the long room, by which pupils near it are scorched and those at a distance are allowed to shiver in an atmosphere approaching the freezing point. Three masters and