

was once disparagingly applied to him; and a graduate in Agriculture is certainly something more than a "glorified" farmer.

Since the Arts Faculty is the home of the pure sciences, it furnishes the common ground in which are rooted the disciplines of the large group of professions based on these sciences, and since it is the home of philosophy, history and the social sciences generally, it furnishes the necessary basis for all those professions which deal directly with human nature and human society.

After these rather abstract remarks it may be in order to speak in some detail of the Faculty of Arts and Science in our own University in the light of the ten years of its history.

Such a faculty is, in many other institutions, known simply as a Faculty of Arts, and the words "and Science" are added in the case of the local institution to indicate the inclusion within the scope of the Faculty's activities of instruction in the so-called pure sciences. These are, in the order in which the calendar for the present year enumerates them: Bacteriology, Botany, Chemistry, Geology and Geography, Physics and Zoology.

We in the West have the tendency to use the word "phenomenal" to indicate the rapid growth of our institutions and industries. While the growth of the Faculty of Arts has not been phenomenal as compared with certain American institutions, it has been steady and, on the whole, quite remarkable. It has risen, year by year, so that the enrollment, which in 1915 was a little over three hundred, has now passed the eleven hundred mark. This makes it, when compared with similar faculties in other Canadian universities, second only to that of the University of Toronto.

It was upon the Faculty of Arts and Science that the overcrowding in the old Fairview buildings pressed most heavily. Class-rooms were congested to an extent which made comfort impossible and good teaching difficult, and in many cases lectures had to be repeated again and again simply because a sufficient number of lecture rooms capable of accommodating large classes could not be found.

In our new quarters, however, our present needs are amply provided for, though it is remarkable what a small margin we have for future expansion.

Within recent years there have been two very hopeful developments within the Faculty. One is the establishment of the summer session—a six weeks' course for teachers and others who desire to pursue university studies and who cannot attend during the winter session, or who have winter session deficiencies to make up. Beginning with a registration of 127 in 1920, it had last summer a registration of 395. With the removal to Point Grey the summer session should prove even more attractive than it has been in the past, and should appeal particularly to visiting teachers and others from the prairie provinces who desire to combine summer study with recreation. It is not impossible that in a few years' time the summer session may overshadow, in point of numbers attending, the winter session.

A second development is a one year's Teacher Training Course for University graduates, conducted by arrangement with the Provincial Department of Education. This course should make a very real contribution to the efficiency of the schools of the province, since it provides a very useful centre for the study of current educational problems and a very useful clearing house for educational ideas.

A Crofter Schoolmaster: A Contrast with Educational Conditions of To-day By Eric Duncan

Though education in Scotland from the days of Knox had been under control of the Established Church, and though, generally speaking the "Auld Kirk" had done well, yet conditions in the remote isles left much to be desired. In the time of my grand-parents there was no school in their parish at all, and any slight knowledge of reading which they had came through the minister. The Rev. Walter Mill, who held the charge of Dunrossness during most of the eighteenth century, was a very devoted man, and used to catechise the people at their homes. But his parish was large and scattered, and his efforts made small impression on the general ignorance.

In my father's boyhood the heritors (or landed proprietors) were at last constrained to build a school, a plain stone building 20x40, with grey slate roof. It was divided into two compartments and an upper story or loft, which had skylights. One compartment was the

schoolroom; the other, and the upper story were for the teacher and his family. The first teacher was John Thomson, who came from the isles some fifty miles north of our parish. He had a stiff knee-joint, which gave him what was called a "straight leg," so that he limped in walking, which probably accounted for his choice of a calling, as it unfitted him for the more strenuous but better paid work of a fisherman. He knew nothing and taught nothing but the simplest of reading and writing, and the first four rules of arithmetic, his strong point being a good knowledge of farming. This man killed a fat cow for his family every winter, he had blocks and tackle fixed to the ceiling of the school hall for use in this line, and a special punishment for refractory boys was to hitch this tackle under their armpits, hoist them aloft, and then attack their bare feet with his "tawse." He stayed only a few years and then, as his family grew up fit for work,

he took hold of half a dozen crofts in the adjoining parish, as a much more congenial occupation. After him there was a long interregnum reaching to my own time.

When I was about five, my father combined with two or three neighbours to engage the hunchback son of the laird's gardener to teach their children at his home. This poor fellow, who helped towards a living by tailoring moleskin suits for men and boys, was even worse than Thomson. He had the traditional tawse, which he wielded vigorously enough, but most of what we learned from him we had to "unlearn" afterwards. For instance, he taught us to sound the "I" in every word we came to, so that with him "could, would, and should" were "cooled, wooled and shoeled."

In 1865 our real schoolmaster came, and like Thomson, he was a *—The "tawse" was a thick leather strap slit at one end into fingers.