

formerly, and now first-class teachers' certificates are granted to students who reach a certain standing in the University course. In addition to these purely literary schools, there are normal and model schools for training teachers, and medical, theological and law schools for students desirous of entering any of these professions. Should any further arguments be necessary to prove the statements already made, we have only to turn to the official records for their confirmation. From the last report issued by the Minister of Education for 1887, we learn that there were 15,344 pupils enrolled in the Provincial high schools. Of these 1100 were preparing for matriculation into one or other of our Universities, 723 for the learned professions and 5777 for teachers' non-professional certificates; making a total of 7600, or nearly 50 per cent. of the total enrolment. Against this we have 1733 who are taking up the commercial course, *and not one solitary student devoting himself to the study of agriculture.*

From what has already been said it is quite clear that these secondary schools, whether we look at their location, the course of study pursued, or their influence in determining the vocation to be followed by the student in after life, do not meet the demands of to-day in the matter of the education of farmers and their families. We have therefore to look to some other source of supply to meet this demand, and the only other source available is the Public School. These schools fully meet this demand so far as convenience of location is concerned, but fail so far as the course of study is concerned. Scattered throughout this Province are to be found upwards of 5000 purely rural schools in which are employed nearly 6000 teachers. In about 700 of these schools, owing to the largeness of the attendance, two or more teachers are required to do the prescribed work, while in the remaining schools, only one teacher is employed. If in these rural schools then, the prescribed course of study is fairly well carried out, then the limit for Fourth Class work is sufficient to tax the energies of our best teachers. Neither the time, nor the attention can be given to the advanced studies prescribed for Fifth Class work, without neglecting something else equally as important. Much less can time be found for the special studies necessary for the proper education of farmers, without almost completely changing the course of study as well as the limit table now prescribed for the Fifth form.

The Public Schools as at present organized and managed are not sufficiently broad and comprehensive in their course of study to meet the present and future requirements of education in our rural municipalities. It is certainly an open question, and one well worthy of our most careful consideration, whether it is advisable to interfere in any way with our Public Schools, more particularly with the work done in the first four forms. The course of study for these classes is sufficient for the pupils for whom it is prepared, but not for a complete education, nor for such an education as every