

in that respect is an improvement on the meagre outline of our course for graded schools, and still more so on our course for miscellaneous or rural schools. But the improvement does not consist in throwing anything which is in our course out, for it is all there and a good deal more.

COURSE OF STUDIES FOR ELEMENTARY SCHOOLS IN MASSACHUSETTS.

This course for the leading educational State of the American Union was framed a few years before that of the State of Maine. The revised edition of 1896 is a pamphlet of 129 pages, and there have been emendations made upon it later. Like that of the State of Maine it follows the same general lines as that of Nova Scotia; but it enters into much greater detail, and is, therefore, more valuable for the teacher who does not know how to teach or how to interpret an outline course. This is not meant to suggest that these States copied the course of this Province, for in fact, our educationists have derived their ideas to a very great extent from the evolution of the best schools in the New England States; and it is only owing to the less momentum of our old educational system that we were able to develop a State course first. The effect of the inertia of large educational systems in modifying the rapidity of reform can be best seen illustrated in the European systems. Reform movements, however, are at the present moment rapidly accelerating abroad, as some of the best educational writers are intimating occasionally through our press.

(From the Co-operative Farmer, Nov. 7th, 1899, Sussex, N. B.)

WE have a great many abandoned farms, some of them very good farms and not very remote from good markets. Why should they be abandoned? Almost always from a lack on the owner's part of seeing the possibilities of making a living on the farm. The best settlers a country can encourage, are its own young men and women, and to encourage them we must show them what they can do. Our educational system requires some amendments and additions along agricultural lines.

The children should be interested in our rural schools in the every day life about them. To gain this interest they do not have to buy and study new text books. All they require is a teacher capable of directing their thought and investigation from books already on the school list. The teacher must, of course, first be interested, and our Normal Schools must enlarge their scope and give the student teachers there an insight into the practical application of science to rural affairs.

Then having the young people interested in the sciences underlying agriculture, in the phenomena about farm life, we must give them a chance to pursue these studies at greater length than can be taken up in the common schools. We must have agricultural high schools where our young people who have made up their minds to make a living from the soil can go and get the advantage of the researches that have been made in crop growing, in cattle feeding, etc., etc. Then by and by we want a college of agriculture where our progressive young men and women will want to go and fit themselves for educational positions as well as to thoroughly fortify themselves for practical work on the farm.