

keeping of a school as a means of making a livelihood. The farmer teacher was up with the break of day and worked hard at his farm till schooltime; then he went to the school house and rested himself for a few hours, and often dozed off into a balmy sleep. I have heard it related of one of them, that he used to stretch his weary limbs on a bench and, when the scholars would become anyways noisy, he would exclaim: "Wait till I get up in the evening, and I'll give it to you fellows." Many of those middle of the century pedagogues won much renown as platform lecturers. One, I remember, used to deliver a stirring, patriotic speech on the Anglo-Saxon Race, the opening sentence of which was: "The ancient Britons of to-day are not the same as were the ancient Britons of ten thousand years ago. This same schoolmaster always ordered his classes to "stand in a perpendicular line," and invariably began questioning his history class by asking: "What battle was fought in what year by what man?"

Such were the schools and such were the teachers of yе olden times. Contrast those with the active present, and who will say but that the educational growth of this Province has been wonderful. Yet we find a few men who would like to live in the past. I never yet met a man who wanted to live in the past that I wasn't sorry he did not live in the past, and die and get out of the way before I got here. The schools of to-day are not held down by brute force nor taught irrationally. The teachers of our schools are as wide-awake (when they are not asleep, of course) a class of teachers as is to be found on the continent of America. Why, a first-class teacher or a B. A. was a rarity a few decades ago. Now they are as plentiful as rum in a Prohibition town, and half as numerous as bachelors at Pownal.

But it is not alone in the schools that progress is noticeable. See the strides science has taken during the past few