

average tenure of office of his predecessors had been a year. During the first year he had up-hill work, but, nothing dispirited, he brought every civilizing agency to bear upon school and community, and was continued in office. Every year he made further progress, until the school under his charge became confessedly one of the best in the district. For six years he laboured in the place. But his popularity at last became an oppression to the chairman, who would have all the credit of the school's success or the master's scalp. The Board at the chairman's own suggestion had increased the teacher's salaries from year to year, and there was no appearance of decline in the interest taken by the community in the welfare of the school. The head master was as popular as ever. The school tax was no higher than in any of the nearer districts. But the population was a fluctuating one. The parents of the pupils, having no property, paid little or no direct tax. It was the landlords who had to pay the school tax, though it was parents as tenants who made it up indirectly in the rent they paid to the landlords. The chairman found in the situation the means of giving warrant to his campaign against the school which it was his duty to stand by. The property holders who were old and few in number were easily advised to resist paying for the schooling of their neighbors' children. The hue and cry was raised that the tax was too high, that the teachers were too well paid, and one morning the deadly mandate of dismissal was delivered into the hands of the head master that his services were no longer required.

Perhaps these are matters that ought not to be written upon. They bring discredit upon the country. Neither should "Uncle Tom's Cabin" have been written, for slavery brought discredit upon the United States of America. The story we have to tell is

only half told, and we do not intend to pause in its narration until our communities are awakened to the boycotting cruelties practised upon our teachers under cover of the one year tenure of office and the popularity of small salaries. The teachers themselves can help us to mature the idea of a three years' engagement, and the attaching of the salary to the position and not to the incumbent. The barbarous practice of dismissing all the teachers in a district annually should be discountenanced at once, unless some brilliantly budding educationist can be found to explain on what grounds it was inaugurated, and the hidden reasons why it has been perpetuated so long in some of the provinces.

It looks as if the plan of forwarding country children by waggon or sleigh to a school centre were at last to have a trial, and the wonder is that it has not been tried long ago. The Prince Edward Islanders, having to pay but little for the schooling of their children, continued for many years to agitate for a school at every door-step, until at last the reaction set in that brought the Government, in search of a revenue for other matters, to reduce the school subsidy. Too many schools in a province have been found to be as poor an educational result as too few, and British Columbia and Quebec, with Prince Edward Island, are at last finding out the truth of this. The establishing of central schools, to which the pupils may be driven by waggon or sleigh from the remote settlements, involves no other than the old parish school idea, which John Knox developed in Scotland, and there are many old men yet alive who can tell how they had to walk three or four miles from the farmstead every morning in search of a thorough training at the hands of the parish school-master. And it is needless to say that a thorough training he obtained,