

or Trustees in the province, and they should all be aware of what the requirements are in regard of school equipments.

For the sake of the children who attend the school, each of the parties mentioned, with the Inspector, should do their best to secure the proper condition of affairs in all the schools with which they have to do.

Perhaps I expect too much, but when comparing what is with what ought to be, I become discouraged, and think that there ought to be yet some further effort made to rouse the various districts to a sense of the importance of those things in which they are lacking.

If we have been true to our professional duties as teachers, and true to our duties as commissioners, we know what we are required to possess in every district school. Of course we do not yet have all the necessary articles, and our desks are, in too many cases, altogether behind the age.

Owing to the lack of the proper furniture, and requisite black-board space, the teacher and pupils are hindered very considerably in progress. Our aim, then, as true educators, is to secure the advent of a new and better state of things for our Elementary Schools, and in this case I am persuaded, if we secure what is needed for the Elementary Schools, our High Schools, Academies and Universities will be found able to take care of themselves.

First then, I would suggest, that the teacher make an effort, using all her tact, and knowledge of human nature, to lead the ratepayers in the district in which she teaches to recognize the necessity of having seats such as the Code specifies, etc., not forgetting the larger, nicely painted black-board. My own experience assures me that in a great many cases, the majority of the changes in school furniture can be secured by a steady persevering effort on the part of the teacher. Of course all teachers should belong to that class of workers who "never weary in well-doing."

If, as will sometimes happen, the district fails to recognize the necessity of improved accommodation for teacher and pupils, I would suggest that the teacher submit to the Inspector a plan of school grounds, school buildings, size of room, and black-board, style and size of seats, and all other such necessary knowledge, then the Inspector ought to—well, at least, he might evolve some plan by which to reach the common sense of the people, and thus secure the necessary changes in, and additions to, the belongings of the school-room.

I know that, generally, the Inspector knows every school-room in his district very thoroughly, but I judge that the present time is very favorable to concerted action on the part of Inspectors and teachers, therefore I make the above suggestion.

We ought, as members of an educational body, to show that we appreciate what has been done for Elementary Schools, and thus deserve more from the Government. We owe this work, which I