

acting. They only did, to a less extent, what school districts, municipalities, etc., were doing throughout the Province on a larger scale. I seek to point my moral by quoting where it will be realized my criticism is one of methods, not of persons. By gathering in good years, school districts could relieve in poor years by taxation for only necessary expenses for the year. Once introduced, properly followed and applied, there would be no trouble with such a system of finance.

Some would, no doubt, object to the change. The electors might even interest themselves in this phase of educational work as it affected them. One advantage would be that the ratepayers realizing they were actually paying something would or might attempt to see what they were getting for their money. Instead of 20 or 30 attending a meeting called to discuss the school work of a district, we might then get a really decent attendance for such a purpose. I would sooner face a meeting of every elector in a district, mostly or entirely hostile, than see the usual apathy that prevails.

Magazine space is not unlimited so I must proceed to my next subdivision.

*4th—Introduction of Methods for Giving Those Interested in Education Some Means of Making Their Interests Felt in so far as the District in which They Live is Concerned.*

Again I refer to New Brunswick. In the Act governing education in that Province not only has the Inspector a chance to make a school board do its duty, but so has the ratepayer. Speaking from memory, I believe three ratepayers of a school district in that Province can, under certain conditions, require the school board of the district to engage a teacher of not less than a certain class and can further (though I am not absolutely certain of this, not having the Act before me) require such board to procure a teacher of a higher class than that formerly employed.

This provision has been most useful. I shall never forget a school meeting in one of my home districts, where three ratepayers contested the action of the school board in engaging a second-class teacher. The other ratepayers supported the board. For most of the afternoon the battle of words raged but the three would not yield. At length one of them announced his intention of invoking the Act if their wishes were not respected. The fight was over. The school board was compelled to rescind its action and procure a first-class teacher. For three or four years the fight waged, the opposition growing less and less determined till the district finally accepted the policy of a first-class teacher and is now proud of its decision and of the record of many of its pupils in the scholastic world.

Let us have some similar provision so that those interested in their children can give them a chance no matter what the majority in the district may be content to accept.

[Note:—Article III, which we hope to publish in the next issue, will deal with "The British Columbia University."—Editor.]