

master—now apparently “passing” from the service of his country as “master.” Naturally these men feel and think that if men for the same line of work are not trained by the same moulding force—the same strenuous regime, as they were—the product—the outcome will be disastrous to the whole community.

No one need be surprised at this conclusion. The great surprise would be, if the conclusion were different. There is nothing in teaching, or to teaching of a worldly sort to entice a young man of fair average ability to devote himself during his life to the profession of teaching. In this statement we have in mind teaching in high schools as well as in public schools. The conditions in teaching are much more restrictive than in either of the other three professions.

In these modern days the teacher is so cribbed, cabin'd, and confined by departmental regulations in regard to text-books, modes of teaching, inspection, etc., etc., he is so handicapped by the pretentiousness and ignorance of trustees, by petty jealousy and narrowness of his professional brethren that every man of ability is warned to give a wide berth to the profession of teaching. Moreover, the teachers have no control, no voice as to the conditions of any one becoming a member of his profession. All that business the Government has kept carefully in its own hands. The whole preparation of the teacher is dealt with in such a way that the teacher is entirely at the mercy of the Government. Would it be to the best interests of the

people if the Government should take entirely under its own management the licensing of all the doctors in Canada? Organize a Board to decide on a curriculum; assign values to the different subjects for examination, the percentage to be obtained in each subject in order to pass; appoint the examiners, readers, etc., etc., the same as is done in the case of the licensing of teachers, with which all are so familiar. If the Government took all this additional power into its paternal care, we submit the query, Would it be for the best interests of the people? Would doctors appreciate that mode of dealing with them? If this were the order of things in dealing with admission to the medical profession, would we have the services of so many men who have been and are an ornament to their chosen life-profession?

Is not the treatment observed with respect to the teacher responsible for the lack of ambition and spirit in our schools to-day? The Government shuts the door of admission in the face of such men! It is well known that a few years ago an attempt was made to organize teachers in such a way that they would have a potential voice in the ordering of matters connected with the admission, etc., to and continuance in the profession of teaching. But the present Premier, who was at that time Minister of Education, signified his strong disapproval of the effort, and consequently it was considered unadvisable to proceed. Had the Minister favored the undertaking, and actively supported it with all the influence of his posi-