

large proportion of pupils who adopt the pedagogic profession. The occupations of the parents of the pupils, so far as ascertained, were as follows: Agricultural, 9,126; commercial, 6,792; mechanical, 6,162; and professional, 2,487.

The over-production of teachers has had its direct result in the lowering of salaries all along the line. In almost every case there has been a steady falling off since 1893. Thus the average salary paid to male teachers throughout the province fell from \$423 in 1893 to \$400 in 1896; and of female teachers, from \$300 to \$291; in the counties the average for male teachers fell from \$383 in 1893 to \$356 in 1896, and of female teachers, from \$272 to \$262; in the cities the average for male teachers fell from \$911 in 1893 to \$865 in 1896, and in the towns, from \$655 in 1893 to \$616 in 1896. The only cases where there was a rise in the average were those of female teachers in the cities, where the average salary increased from \$409 to \$420, and in the towns, from \$301 to \$303; in both of these cases the reaction is probably due to an awakening sense of the poor policy of keeping cheap teachers just because they are cheap. In considering these figures it must not be forgotten that the calculation of the average includes salaries in the cities as high as \$1,500, in the towns as high as \$1,150, and in the counties as high as \$800. A considerable number of teachers, especially in the rural districts, receive less than \$250, and in a recent case which was brought under the notice of the writer there were upwards of 100 applications from certificate-holders for a vacancy in a school which offered \$250 per annum.

Probably the worst effect of the existing state of affairs is the frequency with which changes are made. A fact that school boards constantly

lose sight of is that the mere ability to pass a third or second-class examination does not constitute a young man or young woman a competent teacher. Good teachers are as rare as holders of teachers' certificates are abundant; and the best results can only be attained by one who devotes his whole time and thought to his work, and who has had a number of years' experience. As a matter of fact, the average period of a teacher's professional career in Ontario is from 3 to 5 years, a period which, considering the extreme youth of a great majority of the teachers, is scarcely sufficient to enable them to understand what teaching means. Quite as important in its effect as his faculty for teaching is the influence of the personality of the teacher upon the young and unformed mind. This fact, while it should idealize the teaching profession, is almost entirely lost sight of in ordinary usage. People are satisfied to remove a thoroughly disciplined and competent teacher to make way for a boy or girl who does not intend to use the position save as a stepping-stone to something better. Until the public is prepared to read into the qualifications they require of teachers other than financial considerations, the profession will fail to attract, or at all events to hold, really competent instructors, and will offer but little encouragement to young men and women of ambition and ability.

At the annual convention of the Ontario Educational Association, held in Toronto last month, these matters were the subject of much comment, and were the main theme of the president's annual address, in which the wide difference between teaching as it is, and as it should be, was pointed out. Among the remedies proposed were the abolition of primary non-professional certificates as a means of obtaining entrance to County Model