

who have had experience in teaching. This is the right and proper attitude of the public towards teachers. But it is one of very recent growth. The result of past non-recognition of the intelligent experienced teacher has been serious loss to the community.

It seems that a brighter day is opening. The country owes more to its teachers (even in the technical sense) than to any class in the community. The Hon. Mr. Ross is not going too far nor too rapidly when he resuscitates the Council of Public Instruction and restores to teachers their former privileges.

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THE REV. D. J. MACDONNELL, M.A., B.D.

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A highly valued and most sympathetic contributor to this *Magazine* has been taken to his joyous and eternal home since our last issue. At an early period of his life the Rev. D. J. Macdonnell taught the Grammar School in Wardsville for a short time. When with teachers, and talking about the changes which have taken place in schools since 1860, he would relate the difficulty he had got a school on account of his extreme youth, and with his usual cheery laugh, he would say "the trustees were right, for I knew next to nothing of the work of teaching."

Mr. Macdonnell ever recognized the close relationship which there is in the work of the minister and that of the teacher. The minister instructing and inspiring the present generation to the due performance of the duties of good citizenship; the teacher earnestly doing a like work for the generation to come; one working for the present, the other for the future welfare of the country. The Editor feels that a genial and most helpful comrade has been taken while we were on the line of march.

One of the weak points in the Ontario school system, outside of the separate school idea, is the wholesale manufacture of teachers. At present there are five times more persons holding certificates to teach than there are schools. Cramming enough crude, undigested stuff into the brains of boys and girls, and then pouring them out on the country as certified teachers will have to be stopped or the solid, intellectual development of our children in the public schools will become worse than a farce. Instead of teaching becoming a profession in reality, as it should be, unless this is amended, the best educational talent will not long remain in our school-room.

Even now the teacher receives but scant pay and scantier consideration in social life than should be accorded to the scholarship and ability he is supposed to possess, and the important position he occupies.

There seems to be an increasing tendency on the part of boards of trustees to assume an offensive authority inconsistent with the position of both. There was a notable example of this in Toronto lately, and frequent instances of it occur in our towns, villages and rural sections. Teachers are supposed to be ladies and gentlemen, and in all relations, both in and out of the school-room, this should never be forgotten. If our schools are to be taught by scholarly men and women, with the instinct and manners of ladies and gentlemen—all absolutely necessary for the highest good to our children—they must be justly remunerated and accorded those courtesies to which their education and position entitle him.—*The Barrie Advance*.

THE CANADA EDUCATIONAL MONTHLY has been saying for years what our ably conducted contemporary the *Barrie Advance* states in the above paragraph. We will see when