

Legislature ; and as if this sublimity of self-interested blindness had not yet reached the ridiculous, the most distinguished of the orators in the lower chamber has been repeating the tale of justification ever since. This is surely equal to the Irish polemic's manner of getting rid of the facts, with a vengeance. And yet school reform is in the air for all the provinces, from British Columbia to Nova Scotia ; and as in Quebec so in the other provinces, the facts of the case are better than oratory or self-justifications when the moment is ripe for action.

If anything can convince our representatives at Ottawa that what was said in our issue of last month about the organization of a Canadian Bureau of Education had a large element of soundness in it, the last volume of the report of the National Commissioner of Education is sure to do so. Any one of them can receive a copy of it, we believe, by sending to Dr. Harris of Washington. It brings to us a general survey of the status of educational thought and practice in all the countries of the world where any serious attempt is made to provide for the education of the rising generation. There is no name better known in the United States than the name of him who is National Commissioner at the present ; and while some of the educationists of the neighboring republic, inflated with the idea that the best of everything is only to be found in their own secluding or excluding development, and that a pedagogy can be made local, Dr. Harris, by his work and public teachings, stands as a reproof to all such. The principles of pedagogy are universal, and as these volumes come out, one after the other, they bear evidence in every page that such is the case. We are glad to see that a movement is on

foot to increase the Commissioner's emoluments. *The Teacher* greets the movement with such a comment as this, which we are sure will be echoed by everyone who knows the great educationist :

The proposition, embodied in a bill now before Congress, to increase the salary of the United States Commissioner of Education from \$3,000 to \$5,000, appeals to all fair-minded and observant people. One great deterrent to securing the best talent for public service nowadays is the consequent merging of one's identity with the machinery of a great system. It is most unfortunate and discouraging when a public servant begins to realize that merit is not the sole factor in determining remuneration, but that in the mind of his employers he is but one of a class. We believe that this is the important reason why self-sacrifice, industry and ability in the teaching profession meet with a return less adequate than in any other line of employment. But in the case of the National Commissioner, a most superficial comparison will prove the injustice. The City Superintendent of Philadelphia receives \$5,000 ; of New York, \$7,500 ; of Boston, \$4,200 ; of Chicago, \$7,000 ; of Washington, \$5,500 ; of Brooklyn, \$6,000. We venture to assert that the government is securing from Dr. William T. Harris a degree of ability, zeal and judgment that could not be surpassed by any educator of this country. Common justice, as well as the unanimous opinion of the teaching class, demand that his salary be placed upon a par with those paid by our largest cities.

The knighthood lately conferred upon the author of "Maple Leaves" was made an event in the city of Quebec by the banquet given to Sir James Le Moine, and the honor thus bestowed upon one of their own