

Impatient and dissatisfied, longing for a reformation in our educational system, but they hesitate to undertake to lead the people out of this land of bondage, fearing the iron grip of the hierarchy, and they sit and wait.

The hard, unrelenting and universal grip of ecclesiastical power is becoming more and more oppressive, intolerable. How strange! The French Catholic Church of Canada was, under French rule, Galican in doctrine and policy; under the free, beneficent rule of England it has become more ultra-montane, more absolute than even in Italy or in Spain. How is it that the tree of absolutism has grown so luxuriantly under the clear free sky British freedom?

But there are signs of awakening. Muttering voices are heard in a whisper for a time but will soon change and become as loud as the voice of many waters. There is scarcely a parish around the city of Quebec and along the lower St. Lawrence where the people have not been aroused by some act of tyranny. They chafe under an iron rule and look for deliverance from a state of things that has become intolerable.—
Rev. P. Boudreau, Quebec.

SCHOOL TEACHERS' SALARIES.

Public school teachers are being engaged for another year throughout the Province. Salaries are a shade higher in some instances that have come under our notice, as teachers are not quite as plentiful as they have been. It is high time there should be some advance for those worthy of the position

of teachers of the young. Few trustees we believe realize the great importance to the children in their section of having an experienced teacher in charge of the school. In our opinion only the primary schools in cities and towns and the very small country schools should be given in charge of novices. The writer knows whereof he speaks. He began teaching a country school in the sixties at \$320 for the first year. In seven years he advanced by almost annual increases to \$700 a year, but he worked hard all the time and by constant study, reading all the best and modern educational works. (he had a library costing hundreds of dollars, mostly text and professional works, when he left the profession) he made himself worth the advances he received. What is more—although he taught in three different schools he never sought one of them. This may seem boastful to say it himself, but it is the truth and bears out our contention.

Present salaries are no inducement for energetic, ambitious young men and women to continue teaching school, hence they no sooner begin teaching than they begin to look round for a more lucrative position, instead of striving with all their might and main to qualify themselves for yearly advancement in the teaching profession. Every young public school teacher who is worthy of re-engagement in a school can and should make himself or herself worth—actually worth—yearly from \$20 to \$30 at least more as his or her years of experience increase. The teacher in the earlier