

required to be taken by the Education Department, in view of the discretionary powers left in the hands of local boards of examiners under the provisions of regulation 26. In other words, local boards of examiners have authority to deal with any circumstance which might otherwise be deemed to cause an injustice.

Yours, etc., JOHN MILLAR,

Deputy Minister of Education.

Education Department, Toronto,
11th July, 1899.

Salary is not everything. Perhaps not. But salary is something tangible as a means to an end, and nearly every reform the world has seen accomplished has been started from something tangible. The low status of the teaching profession is a recurring thesis in every educational periodical in the world. And yet after all our theorizing about the improvement of our methods and method-schools, all our efforts to impose stiffer tests in examination work, all our pleadings in behalf of better school houses, more intelligent trustees, and a more active inspection, how much higher has the professional status of the teacher been raised?

And why? Simply because the something tangible has been to a large extent lacking in our efforts, and while the scale of remuneration in other walks in life has been changed for the better, the remuneration of the teacher has advanced but little. But what are we going to do about it, as a facetious member once said to the Speaker of the House of Commons? How are we going to change what seems to be an unchangeable condition of affairs? In a word, how are we going to induce a community to pay more than sixteen dollars a month for a teacher, if there be certificated teachers enough and to spare, to be had for that re-

muneration? That is the problem, and if the spirit of co-operation among our teachers be not altogether dead, we would press for a solution from them of this most tangible of propositions, before proceeding to its fuller examinations in their interests.

It is beginning at last to be believed that our elementary teacher is altogether too elementary, though it is a remarkable circumstance that the pupil-teacher has continued to be employed for such a length of time in the communities of the old country, and that so many uncertificated teachers are still to be found teaching in some of our Canadian provinces at a remuneration even less than sixteen dollars a month. Sir Evelyn Oakeley has lately uttered words of condemnation against the pupil-teacher system, which is neither more nor less than a system founded on a policy of economy and not on a principle of education. He denounced in the strongest terms the practice of employing persons of unformed and ill-furnished minds in forming and furnishing the minds of others, and his words would form a ready appeal to the communities in our own Dominion which are still content to employ the cheapest material that comes to hand to supervise the forming of the minds of their children. It is not much such teachers have to do, as they say, is but an ignorant way of indicating the most important work any human being can be engaged in.

The condition of the pupil-teacher in England has, moreover, been under consideration of a commission, which means that the system is to be perpetuated under the following ameliorations in behalf of the pupil-teacher. In future the pupil-teachers of the first and second years are to teach only ten hours per week, while