

must be a trained teacher, with the mark of such training upon his credentials. The *Montreal Herald* has had to abide by some abuse for the open way it has conducted its task of investigation, but credit will be given to it and the other journals that have stood by it when the reformation comes. The *Public School Journal*, of Ohio, lately suggested that that State needed either an educational cyclone or a dynamite bomb to stir it in behalf of educational reform, and was subjected to a severe castigation from one of the leading newspapers for daring to say a word against the editor's native State. But the day for reprisal has come to the editor of the *School Journal*. "We were born in Ohio, educated in her schools, and taught in them for seven years. We do not like to have uncomplimentary things said about the State to which we owe so much. But there is more truth than fiction in what our former castigator now says: 'The State of Ohio is no longer a leader in education. She lags behind. This is due to politics—not party politics, but school politics—and bad management. School politics should surely be driven out of our school affairs in city and country.'" The *Montreal Herald* is having its reward in this way already, for many have joined in its exposures of educational inefficiencies in Quebec, and we have no doubt that a more emphatic reward is in store for it, when these exposures shall have led to the necessary reforms, both in the matter of providing trained teachers for all the schools of the Province as well as in the providing of better salaries and improved supervision. In Ontario even the question of increasing the salaries of our teachers is beginning to be a live subject for discussion, and we hope that in the near future, not only will the salaries be attached to the positions as a permanent emolument, but

that the Department will inaugurate some process by means of which the minimum salary to be paid will be fixed by regulation.

It is amusing to notice how the forces that oppose educational reform come as much from within as without. When we talk of "school politics" in Canada, it is less easy to define the term than when the school politics across the line are spoken of. The school politics of Canada are only discernible when reform is urged upon those who have, or have had, the administration of a school system and they are called upon to investigate the error of their ways. The tenure of office has naturally made these administrators conservative in their ways of doing things, and when a quarrel based on the non-progressiveness of the system they have administered, arises, they often impulsively take the quarrel as their own, and attempt to justify a state of affairs utterly unjustifiable. Like some governments, they have been so long in power that they begin to deem outside interference as a kind of impertinence. For example, Archbishop Langevin, in a moment of ecstasy, after the late election in St. Boniface, had much to say in praise of the school system in force, when the schools of Manitoba were perhaps the most inefficient in the world. And lately, when the *Montreal Herald* was making exposure after exposure through the facts collected by its own commissioner in connection with the schools of Quebec, a former Secretary of the Department of Public Instruction was heard in one of the Teachers' Conventions, declaring that the state of affairs was not as bad as the facts made it out to be, while a former Superintendent shortly afterwards tried to emphasize the justification in a long and eloquent speech in the upper chamber of the Local