

HINDRANCES TO PROGRESS.

During recent years there have been greatly increased interest in schools, and greatly increased appropriations for schools. Between the two years, 1904 to 1906, the increase in grants by the government of Ontario to public and high schools was over \$600,000. That figured out at the rate of about 75 per cent. increase. Want of wealth in Canada is not one of the hindrances to the advancement of education. The great hindrances are the want of appreciation among the people of the real value of education, the consequent want of interest, and a vastly wrong attitude of mind towards taxation for schools. Somehow we have developed a notion that all taxation partakes of the objectionable features of the old tribute paid to masters and conquerors, and that the two things to be disliked and escaped, as far as possible, are death and taxes. Taxation for schools among a free people is one of the best means of advancing civilization. It is the index of the quality and vigor of civic vitality. Everybody chipping in to do for all what no one could so well do alone, is the practice of only people who have more than a lip-knowledge of liberty, intelligence, and justice. I mean the fine quality of justice that gives the children of the poor equality of opportunity for the development of life—of body, mind, and spirit.

Another of the specific hindrances, of a serious sort, to the advancement of education, comes from the way in which the public regard the work and office of teachers. The position of teachers in Canada is under-estimated, and they are much under-paid. Ambitious young men of ability, who are not led into the profession from missionary or altruistic motives, are deterred from following it by the low rate of remuneration, the want of adequate recognition of the value of the social service rendered, the want of prize places in the profession, and the few honors and scanty rewards for long and faithful service.