

out these benefits—to show the bearing of every step upon the future life and success of the boy or girl, is no small accomplishment. Teachers who aim at this and succeed will find their pupils stimulants and helps in the toils of the school room, and companions in every field of enquiry.

Having thus glanced at a few of the duties binding upon the teacher, let me mention a few of his claims upon society. And first, though not least, every qualified teacher deserves a generous recompense for his labors.—I say generous—not simply ample or sufficient to keep body and soul together, but such a pecuniary return, as shall maintain his honorable standing in the profession. In this our school trustees and our congregations need plain speech. I say it without fear of contradiction, that the salaries of teachers and ministers are a standing disgrace to the country. In this matter we are at the mercy of those we serve. A barrister or a physician have the matter in their own hands, but not so the teacher or minister. What is the state of the case? A teacher after spending some of the most valuable years of his life in preparing for his work, is placed over a school containing all ages and stages of progress. There from Monday morning till Saturday evening, he is doomed to incessant labor, and receives therefor what in the estimate of the parents and school trustees is a most exorbitant salary of from \$300 to \$600 per annum. A grammar school teacher is considered well paid at \$600, and a superintendent of a central school, having under his care some dozen teachers and some 500 children, is considered handsomely remunerated if he receives \$800 a year. So it is with clergymen. A minister devotes, as an average, 8 years of his life after leaving the common school to the work of preparation for his office; spends thousands of dollars, for which there is no return, and is called to a congregation at a stipend ranging from \$400 to \$800 a year!—*rarely* \$1000 or

\$1200. Perhaps the miserable pittance is intended to keep ministers and teachers humble—to cultivate in them the grace of meekness, more than from real ignorance of the demands of their calling. I do not at present advocate the claims of the ministry, but this I make bold to say, that the most efficient means that can possibly be used to degrade our country in the eyes of the world; to check its progress in commerce, in science and art, and generally to demoralize the community, is to starve our teachers, or give them such salaries as are barely enough to keep them in genteel poverty. There are shady sides in the lives of many teachers as well as ministers. They must dress respectably—must take their place with the best in the community—give to charities—encourage public entertainments—buy the newest and most expensive books and periodicals to keep up with the progress of education, and all this on salaries, that in some cases do not rise higher than that of the common hod carrier. A slight improvement in this matter is apparent, but there is still much need of progress.

But secondly, the teacher has a right to expect that boards of school trustees, town or country, shall be composed of intelligent men—men possessed at least of common sense, if not of superior scholarship, and the highest moral character. I would go further than this, and demand that these boards of trustees should know something of the qualifications required for teaching; but if this is too much to expect, let us have men of ordinary capacity and sound religious principle. I make these remarks having in view no one section of the country more than another—my knowledge of the constituent element of these boards, is as yet too limited to admit of special application, even were it desirable; but I cannot shut my eyes to the fact, visible on all hands, that just as in the United States, so to a great extent in Canada, *politics contr-*