

Commenting on these words, the *Journal* adds:—"In effect, what talented and educated man would consent to vegetate during the best years of his life, for a miserable salary, in the career of instruction, and be exposed to drag out his last days in all kinds of want, when age or infirmities have forced him to give up the profession of teacher? Where, we say, is the man who possesses the talents, and is qualified in every respect to discharge the high functions of teaching, who, seeing the poor despised teacher less paid than the stable groom of the rich man, would give up the advantages which so many other positions offer him, in which a multitude of persons succeed in obtaining, if not a fortune, at least a competency, respect and happiness? And notwithstanding all these considerations which strike the eyes of the most blind, we continue to remain in one system of routine, to legislate on public instruction in such a manner as to make the teacher a despised and often a contemptible man. And after this we are astonished at the apathy, at the indifference of the people for instruction; and we are astonished that the people have little or no respect or esteem for men whom they see despised by persons of standing, by the *élite* of society? This is, it must be acknowledged, a sad state of things, but it is, however, the position of Lower Canada, where the teacher is placed on the last step of society. What is more sad, and still more deplorable, is, that the teachers qualified to exercise the noble and sublime functions of teaching are included in that stupid contempt with which good society treats every one who bears the name of a teacher. Can we believe, in good faith, that with the existence of such a state of things it is possible that instruction can progress and be loved, or the teachers respected and esteemed?"

"What do we wait for then to render to this class of men, without whom society cannot exist, the justice, honor and respect due to it? When will a good law on public instruction do away with all the ignorant who dishonor the title of teacher, and place in that position, which good sense requires, the men really worthy of teaching the youth, *who in a few years will become the people of Lower Canada*. When will this be done? Go and ask our legislators." (*Journal of the 28th February, 1852.*)

In Belgium, the law not only regulates the salaries of the teachers, but it also makes wise provision for the teachers, by establishing for them an economical fund for the purpose of securing assistance to them when they become infirm or incapable of exercising their profession. This assistance also extends to their widows and children. This fund is composed: 1st, of an annual sum deducted from the salary and the emoluments of the teachers; 2nd, of the amounts levied in each province conformably to law; 3rd, of a grant from the State; 4th, of the gifts of individuals. The sum deducted from the salary of the teacher cannot be less than 15 francs nor exceed 45 francs per annum.

If we are desirous of having good teachers, let us bring teaching out of the mire in which men unworthy of the fair name of teachers have plunged it. Let us surround the teacher with the respect and the consideration due to him, in order that he may, by the position made for him, be placed on an equal footing with the principal persons of his locality; let the parents and their children consider and respect him, and let him be offered all the encouragement possible; in a word, let him have a position equal, as regards property, to that of the farmer or mechanic, with sufficient means to admit of his establishing and bringing up honourably a family, without dreading adversity, and qualified teachers will easily be found. But as long as the teacher is left to struggle against want and the contempt of every body, as long as teaching is regarded as a low occupation as long as it is considered as the receptacle of good for nothing persons, let us be assured that we shall never have qualified teachers, and public instruction will grovel painfully in the deep mire through which it has dragged itself for the