

a woman whose education, if he or she is at all qualified for such a position, must have cost many years of hard study, and hundreds or thousands of dollars wanted at considerably less remuneration than that of a washer-woman! And yet this is not the worst. In hundreds of cases the advertisements read, "state salary expected," which has the effect of a Dutch auction, giving the most responsible and important position of moulder of the characters of young Canadians during the most susceptible period of their lives, to the lowest bidder. What does the reader suppose is the average age of the ten thousand or more teachers in the public schools of Ontario? According to a recent statistical calculation, it is not far from twenty-six.

Let our readers ponder over the above facts, and think what do these facts indicate. Is it possible, we ask our thoughtful men and women, to have the services of men and women of spirit and power for such salaries? Is there any investment which a parent can make all the year, to be compared with a competent and experienced teacher for his child: monies, lands, securities, will, many a time, involve bitter memories, or pass away, but the memory of a good teacher remains for life and doubtless beyond and is fruitful for all good works. The Canada EDUCATIONAL MONTHLY has always pleaded with the country to treat its teachers considerately, even generously and the country's reward will be above rubies.

In a late article, our contemporary, *The Educational Review*, makes out an indictment against the schools of St. John, New Brunswick, which though formulated in a mild tone, the citizens of that town cannot very well afford to overlook. And not only St. John, but several other cities of our Dominion, might take a hint from what our *Confreres* says: "There is

in the latter city (St. John) more of what we term educational waste. Its schools take up a new idea or subject, pursue it eagerly for a few weeks or months, and drop it. A few years ago the teachers were instructed in the Tonic Sol-fa system at the trustees' expense. Little attention is now paid to that system. Again, clay modelling was entered upon vigorously for a time. It, too, has gone. The departmental system of instruction was pursued in the high school. A return has been made to the old system of each teacher attempting to teach all the subjects of his or her department. Meetings of teachers were once regularly held in which special subjects were taught by teachers well versed in those subjects, or by specialists. That, too, has lapsed. One man fills two offices—principal of the high school and city superintendent. That would do for a country town of four or five thousand inhabitants, but not for a city of 45,000. Here are some examples of educational waste, and we might cite others. They do some of these things better in Halifax." And though comparisons generally are not looked upon with favour, the editor proceeds to make one all the same between the two rival cities of the Maritime Provinces. "Again," says he, "there is a very good manual training school in Halifax, where hundreds of boys receive instruction, and there is a cooking schools for girls. There is a well-conducted kindergarten school in Halifax and another in Dartmouth. St. John is at present without any of these appliances of modern education. The meetings of school trustees in Halifax are open, not only to the press, but to any one interested who may choose to attend. The chairman is elected yearly by the votes of his brother commissioners, and it is an office to which any commissioner may aspire. In St. John the chair-