

Queen's graduates at present are head masters of High Schools, has even been used as an argument to prove that Queen's is not popular throughout the province, and that the training given by her is not adequate to fit her graduates to fill the important and responsible positions referred to. It has further been hinted that this absence of her graduates from the High Schools will in time deprive her of students, as young men intending to take a university course naturally select that university at which their teacher has been educated.

What answer then can be given to the questions above referred to? More of her graduates do not become teachers because more of them adopt some other profession, as the Church, Law, or Medicine. This only forces us to ask another question, Why do they choose these other professions in preference to that of teaching? Is it that they regard a teacher's position as less important or less responsible, or is it that teaching is less interesting or less congenial to them? Not at all. Ask any of her graduates who have taught for a few years and then entered some other profession, and they will tell you there is no work more interesting, or responsible, or more capable of affording satisfaction and pleasure, than that of teaching, but—then follow various reasons. The school system has now become so much a system, that, to succeed, a man has to cast aside his individuality and teach according to the system. What his pupils must study or exactly how much of each particular object, is now so accurately laid down by law that neither teacher nor pupil has much choice left in the matter—though of course the teacher is not absolutely prohibited from teaching this or that, nor must every pupil of necessity study exactly the same subjects and the same amount of each as every other pupil. But then comes in the pernicious system of payment by results. The teacher's ability

and the success of the school are judged by the number of pupils who pass certain examinations, and, as a consequence, by the amount of money the school receives from the government. In self-defence the teacher is forced to confine his energies and to direct those of his pupils to that work which will tell at the examinations and earn a larger share of the government grant. Thus the teacher is degraded to the position of a task-master and his work to a great extent robbed of its charm.

Again, considering the length of time and amount of money expended in acquiring the education which fits them for the responsible duties of teachers, most men regard the returns as small indeed. This may be a very sordid view to take of the matter and yet it is justifiable. It is the duty of every man to see that his labours are so rewarded that he is enabled to provide for himself and family not only for the present, but also for the future. Now it is an undoubted fact that even the best paid teachers do not receive as much money per annum as even an average professional man. Is it any wonder then that in the face of these facts few graduates adopt teaching as a profession, and that the majority of those who do, in a few years desert it and enter some more independent and lucrative profession or business?

Now, as to the small number of the graduates of Queen's who are teaching in the High Schools proving that Queen's is not popular throughout the province, we would say that if Queen's is really unpopular throughout Ontario, and if her want of popularity is to be judged by the number of students who enroll themselves as her sons, we sincerely trust that the same degree of unpopularity which has attended her in the past will continue. For a college that is not popular she does wonderfully well, especially when we consider that she has to compete against an institution which is, of course, highly popular.