

alone should count in the choice of teachers, the final examination of those desirous of becoming teachers should include the theory and practice of teaching, should be so rigid that incompetent persons could not secure certificates; every scope should be given to teachers to make the very best they can of pupils, guiding them in their studies so as to best fit each for the line of life likely to suit, and there should be absolutely no barrier preventing teachers securing appointments on their merits in any part of Ontario or, in fact, any part of the Dominion. Everywhere it is being at last realized more and more that teaching is a profession, and that men or women entering it should be naturally, as well as by training, fitted for the work. Too often teachers only take up the work as a mere stepping-stone to some other profession. Teaching is a profession of itself, and that, too, of a very high order. To ensure the retention of the best teachers we will one day recognize not merely the necessity for good salaries being paid, but also for seeing that in old age they are not left as derelicts, after giving their best years to one of the greatest of all works—that of training the young. We do not pay much attention to the sweeping proposals of change merely for the sake of change. We desire to see the educational system of the country so framed that the best men will guide it, and the very best teachers will be found engaged in carrying it out. Elasticity is necessary. Individualism is necessary. The present system, especially in Toronto, is based on the idea that the twenty-five to thirty thousand scholars are alike in temper, sentiment and mental calibre, and so the whole school machinery is set to work to make all that vast army of children

exactly alike in all the characteristics of finished elementary school training. When such a system is calmly contemplated, it surprises the onlooker. Only the brightness of the majority of our children saves them from inanity. Whoever delivers Toronto's scholars from the thralldom of red tape and rule of thumb will do great work for education and will deserve the blessing of all who desire to see Ontario in reality what it has mistakenly claimed to be—the pioneer in a system of education based on common sense and carried out by those who know and understand what is meant by elementary education.—*The Sentinel*.

VOLUNTARY SCHOOLS.

Mr. Lawrence Baldwin and the advocates of voluntary schools are worthy of all commendation for their faith and works. Undaunted by opposition or the manifest difficulties which lie in their way, they not only set up a voluntary school by way of demonstrating the workableness of their proposal, but even venture to make the endeavor to enlist the Ministerial Association on their side. That this reverend body should have demurred to the acceptance of the theory of voluntary schools, no one can much wonder. Most of them are quite conscientiously in favor of non-denominational religious teaching which could be had without any such measure, which to them would doubtless seem extreme. We may as well make up our minds that on this question we can get no help from such a source. It is, of course, not impossible that the Church of England, if it should attain to its legitimate political importance—a very improbable contingency—then some day, it might receive the same