

the appointment of teachers should be an inalienable right of the public. Then, when every care has been taken to choose wisely, it is the duty of the public to accord to the teacher every recognition which superior merit should command. The people cannot too carefully make the choice of their teachers; but, having chosen them, reason demands that they should ratify and endorse their action by giving teachers every honour.

This seems axiomatic, but society seldom acts upon the conviction of its truth. I do not mean that it is either possible or necessary for teachers to plunge into a round of gaieties. This is as undesirable as it is beyond their means. But the aristocracy of intellect should welcome within its circle all properly qualified teachers.

We may consider the question from three different aspects: what the social position of a teacher actually is; what it should be; and how to attain an ideal position.

The social status of teachers varies with country and sex. In Russia, it seems to be all it should not be. (*Vide* Smith, Report of Com. Education, published June, 1895, at page 226.) The whole article is well worth reading, as Russia has the most expensive and least efficacious system in Europe. It proves the ancient proverb: "Give your son a slave as a teacher and have two." Canada can have no desire to imitate Russia's school system.

Dr. Peterson, of McGill University, told us, at Sherbrooke, that in England ladies do not take positions in the public schools. In the United States, teaching therein becomes the life work of many a citizen's daughter; and teachers do not in any sense lose caste, but are a very influential body. In fact, they seem to form an aristocracy of mind, acknowledged even by the plutocracy. Indeed, it is a widely held opinion that the only reason, or at least the chief reason, why Levi P. Morton failed to obtain nomination as Republican candidate for President, was that he offended the teachers of New York city, by interfering in their method of appointing teachers in the public schools.

In Canada, and especially in Montreal, to which I shall chiefly confine my remarks, a middle course is followed. Teachers in colleges and normal schools may receive recognition, but the great body of teachers is socially more or less ignored. Yet the college lecturer is useful only as an educationist when he applies the same principles which