

EDITORIAL NOTES.

THE PASSING YEARS.

FEW, we imagine, among the throng that are doomed to labour for their daily bread feel more acutely, or are more painfully conscious of the fact, that the years are rapidly passing by, than the hard-working, conscientious schoolmaster. As we write, the year 1882 is at its last flicker, and to many of our readers who are engaged in the toilsome work of teaching the year has no doubt brought its heartaches and disappointments—not the least of the latter, we dare say, being the thanklessness and indifference of those for whom they faithfully laboured, and whose money a hundredfold could never adequately reward the service they had rendered. There is probably no industry of modern times, some one has remarked, in which the part played by labour is so disproportionate to its rewards as that of teaching. And, strange to say, this seems to have been always the case. From scattered allusions to the status of the schoolmaster in Horace, Juvenal, Martial, and other of the Roman poets, we find that while the training of youth engrossed the thoughts of intellectual Rome, education was full of a minute and senseless erudition, and the schoolmaster was underpaid and often despised. To account for the latter is not easy, except it be found in the characteristic of most ages, where the smiles have been given to prowess and the frowns to philosophy. The faithful teacher, however, has reward of which the world knows not; and though opulence may sometimes sit in the seat of the scorner, honest, humble effort in a worthy cause lays up treasure for itself where there are abiding joys and where the “well-done!” is heard of approving justice. To those in the profession, few we trust in number, who deem this world everything,

and who in the rude bustle of life want to be in the swim to fortune, whoever is swept into the eddies, the consolation we have referred to may be of little avail. But in the teacher the merely dollars and cents view of life is an ignoble one, as it is to every worker, however employed, who has not before his mind the welfare and happiness of the race and its advancement to a higher, if even a Utopian, plane of perfection. Could each of us set before himself a higher ideal of work, and encourage one another more and more to faithful and disinterested labour, in full sympathy with all that is best and worthiest in humanity, we should not only add a dignity to toil, but shed a lustre on the profession which every member of it ought to seek to elevate and adorn. The trouble with much of our work is this, that we strike the key-note too low, and never afterwards rise above the minor notes of enthusiasm. “Lay a broad foundation, and then build high,” is alike the counsel of wisdom and of duty. We are, moreover, too much in a hurry with our work, and the preference unfortunately is for immediate and not for abiding results. May the coming year disclose our errors and remove them; and may every honest worker receive his reward!

SCHOOL LEGISLATION.

THE Minister of Education, it seems to us, must entertain the notion that the last forlorn outpost in the war of mind is to be carried by a School Bill. School Bills are his methods of assault, and to School Bills and Departmental Regulations ignorance and inefficiency must in the end capitulate. Hon. Mr. Crooks's plan of attack is interesting: first there is the signal given (blank cartridge in the *School Journal*) to clear the decks for action; then there is the