

in the University Act, or to any fault in the Ministry, but to the persistent efforts of a party of reaction within the Senate itself, who resist publicity of discussion, discourage the attendance of non-resident members, and strenuously oppose an adequate recognition of modern knowledge.

The remedies are tolerably obvious. Two sessions, each of a week, would probably dispatch all the business of the Senate in any year. These sessions being held from day to day, could, without much expense or inconvenience, be attended by non-resident members. The Senate should hold its sessions with open doors in the Convocation Hall of the University; and it should encourage and welcome the presence of its constitu-

ents and of the members of the press. It should furnish an annual announcement of its educational policy, as required by the statute. The official minutes of its meetings should be supplied to the special journals devoted to Education, and members' notices of motion may very suitably be made public through the same channels. For the transaction of simple routine business between the sessions permanent committees could readily be arranged. These are ordinary details, not beyond the ingenuity of any voluntary organization in the Province. The single difficulty in the whole matter is the indisposition of the Senate. Legislation should not be required, but it may once more be found necessary.

THE wild folly that anybody can teach school, has not yet been thoroughly eliminated from the thought and practices of our people. Indeed we fear that the hard times of the past few years have had a tendency to make our people forget, in a measure, the trite and truthful saying, "A poor teacher is dear at any price." We contend for more scholarship, more learning, more intellectual discipline, more culture, more breadth, and life and power in the body of our teachers. The high and grave responsibilities of the profession must have recognition and acknowledgment. We must not expect the services of men and women of teaching power and ability for an inconsiderate compensation. It requires time and money to fit one to become a *true teacher*, and it is the quintessence of meanness to refuse to pay the full value of the labours of such a teacher. The teacher's platform must be attainable only through gates as straight and ways as narrow as those that lead to the pulpit, the bar, the office of the physician, and the editor's chair, for the science and art of instruction demand talents, capacities, knowledge and culture as great, if not greater, than are exacted by any other calling in the world. The teacher's salary must be commensurate with the income of the professional and business man if we expect to keep men of equal ability and learning in our profession. Now, that better

times are dawning upon us, let our people at once raise the wages of our poorly paid teachers. Iron, coal, wheat, in fact every commodity, has recently advanced in price, so have wages of all kinds, and it is but right that teachers demand wages that will in some measure be a compensation for their services. We do not deny that there are scores of teachers (or persons trying to teach) who are receiving far more than their services are worth, in fact, we know of teachers who are a positive injury, a curse to the children they train. But these *canker worms* must be got rid of in an entirely different way than by lowering teachers' wages. In truth this plan only gives us a greater number of this class and so securely fastens them upon us, that there is no such thing as shaking them off. The raising of the standard of qualifications and of teachers' wages is decidedly the best plan for all concerned. See to it that you have good teachers or none. Let every parent give this matter his careful and personal attention, because there is nothing of greater importance. See to it that you have a good teacher to teach your school and see to it that he is well paid. If you have a poor teacher, take immediate steps to be rid of him. Put up with anything under heaven rather than an incompetent, careless, and indolent teacher.—*The Normal Teacher.*