

eral Universities in Canada for a few years past. The University of Toronto has formally set forth the work to be done and the attendance required as a prerequisite for the obtaining of the degree of Doctor of Philosophy. This is unquestionably a large undertaking. Our earnest hope is that the University may find plenty of money and men competent to justify her in her bold venture.

In our last issue we referred to the Manitoba School Question, and late events have not turned us away from the general opinion that the settlement of the educational affairs of that province is no longer a political question, but a social one, and may now safely be left in the hands of the people of Manitoba themselves. Federal or foreign interference is now not likely to have much weight in the counsels of a Province that has made up its mind to provide for its rising generation the very best that is going, in the way of a common school education. There will no doubt be amendments to the laws and forms of administration as time goes on, some of them possibly to be looked upon as privileges by some and disadvantages by others. But the question is now happily out of the hands of the politicians and the professional issues at stake, will of a certainty, remove the differences of opinion, further and further from the political arena; and the sympathy of a common provincial educational policy, will just as surely, in the near future seek for an outer sympathy in the interlinking of professional interests that a Central Dominion Bureau of Education is sure to promote. Indeed the men who have charge of the educational systems of the various provinces, were among the first to sympathize with the objects for which the Dominion Association of Teachers was first organized, and as a practical outcome

from the work of such an association there can surely be no more worthy project than the organization of the Dominion Bureau of Education.

The educational affairs of Quebec, are evidently again in the hands of the politicians, and it is hardly safe to say how they will fare before they have again been relegated to the constituted authorities who have had the handling of them so long. During the discussion of the new Bill in the Legislature many things were said that perhaps had better have been left unsaid, while many things were said that showed how little our public men sometimes know of the measures that tend to improve a school system. The main question under discussion was whether there should be a Minister of Education or a superintendent; a thesis that is not unfamiliar to the people of Ontario, and one that is never likely to be permanently settled to the satisfaction of all, unless when a good man and a conscientious happens to hold the reins in the Education Department.

TEACHERS.

The total number of teachers in Manitoba in 1896 was 1,143; in Ontario 8,158; in Manitoba 585 men were in charge of schools, and 558 women; in Ontario the numbers were 2,695 men and 5,465 women. In Manitoba the average salary paid in rural schools was \$411.85, in Ontario the average salary was for men \$408, and for women \$298 including cities, towns, etc. Not infrequently we find such as the following in our public prints:—

"Teachers wanted for—school, salary \$250." We in Ontario are expected to be proud of our school system. Yet such advertisements as the above are not uncommon in our newspapers. Just think of it! A man or