

The progress of the Ontario schools in art is due primarily to the wise provisions of the Department of Education. It prescribes very suggestive and practical courses in art for all elementary and secondary schools. To encourage better equipment and more extensive courses it offers generous grants to boards and teachers. It gives special thought to the training of teachers of art. The art courses of the training schools of Ontario reveal many evidences of this careful thought. But the best evidence is probably the Ontario College of Art.

The Department of Education suggested, and by Provincial Statute effected, the founding of this College. Since the founding the Department has never ceased to care for it. In the lean times that came with the war it did not hesitate to come to its rescue. And the Department—and the Province—have their reward. Out of the College of Art have come during the last five or six years the teachers—and the spirit—which have transformed the art instruction of Ontario. What this has meant to the pupils of Ontario every teacher knows. What it will mean to the industries of Ontario no one dare prophesy.

Teachers' Salaries.

In the world of business there is a saying that the large salary is paid to the man who secures signatures "on the dotted line." That is, that the monetary rewards go naturally to the one who brings in the money. Others in the same organization may spend as much, or more, time and energy but, unless their efforts result directly in bringing money into the firm's coffers, their salaries are not so large. This condition is due to the universal misconception of the meaning of the term "producer." The manager of a commercial institution produces manufactured articles, another employee produces sales of these articles and the payment given them bears some ratio to the amount of production. The farmer produces food and receives payment in direct proportion to the amount produced. The physician produces health for his patients, the lawyer produces favourable court decisions for his clients, and both are rewarded accordingly. What does the educationist "produce"?

The teacher produces citizens qualified for their work as such. But the finished product is not available for so many years after the raw material has been received and so many teachers usually have a share in each individual process of production that the work as a whole does not usually receive the appreciation it deserves. For the dull boy's lack of progress the onus is usually laid on the shoulders of the teacher, but if the bright boy advances rapidly his success is attributed to his own natural talents and rarely, very rarely, to his teacher's skill. For these reasons, the teacher is not popularly regarded as a producer and his remuneration is not proportionate to his real contribution to the social welfare.