

demned to a life of thankless poverty. If he awakes from his dream early, he may throw up his profession in disgust and try another; if he remains on, he remains a disappointed and dissatisfied man; and the dissatisfied teacher can never be a good teacher. So there he stands, an emblem of the degradation of a great profession, a danger signal to all young men to avoid treading the same path. Until the position, pecuniary and other, of teachers be raised, we shall not have satisfied teachers; and not having satisfied teachers, we cannot have good ones.

We are glad to see that in his speech at the Teacher's College, Mr. Bilderbeck protested against this setting up of impossible ideals and standards for the teacher, and the supposition that such windy nothing could ever take the place of a substantial competence and a recognised professional status. Of course it is difficult to suggest any means whereby this state of matters can be remedied. It must be a long time ere the headmastership of a High School shall rank in emoluments and public esteem with the position of a District Munsiff or a Deputy Collector. It is easier to note some of the causes. One undoubtedly is the cheapness of education; if education were paid for in some modest proportion of its value, the dispensers would be held in greater consideration by parents and the public generally.—*Madras Journal of Education*.

#### ONTARIO EDUCATION.

In this country we have unfortunately drifted into the bad habit of either praising to fulsomeness or damning to stupidity everything we discuss. For a time we went into ecstasies over Ontario's educational system, shouted that it was

the best in the world, refused to discuss schemes for its improvement and denounced those who even mildly suggested that improvements could be made even in our much-belauded system. As a rule, the truth may generally be found lying somewhere between any two extreme views of a subject, and just now, when condemnation of our schools is the fashion, it is certain that there are many good points in the whole system. What we believe will do more than anything else to make our schools the best on this continent, or elsewhere, is the adoption of a system which will encourage the electorate to choose good men as trustees, and under which the very best teachers will rise to the top of their profession. At present there is a great deal of indifference among the electors about the choice of members of school boards, and the teachers are tied up by red tape regulations until they can hardly move. The teacher possessed of the great gift of imparting knowledge to others, moulding the character of the pupils so that they eventually become good citizens, and whose life and example are a blessing to mankind, has poor chances of success when such gifts are valued only at from two to four hundred dollars per year in rural school sections, and not valued at all unless he or she can pull wires also. In towns and cities the salaries are—in view of the extra cost of living—equally miserable, and the same wire-pulling has too often to be indulged in before any good appointment can be secured. Now the *Sentinel* desires to see a complete change in these matters. There should be the greatest possible interest taken in the election of school trustees, salaries of teachers should be increased by from fifty to one hundred per cent., merit