

EDITORIAL NOTES.

THE year has come and gone, and we send to all our teachers the heartiest of greetings as they enter upon the prospect of another year of honest work in a cause which is now confessed by all to be the most important of all professional work. The improvement of the teacher's position is a theme which every teacher is interested in, and the best means of bringing about this improvement is one which is very much in the teacher's own hands. The teacher makes his own environment; and the beginning of a new year, the season when the best of good resolutions are being made on every hand, is surely not an inopportune time to plead with our teachers to co-operate in bearing one another's burdens, and in making that environment the very best of environments. It has always been the duty of the *EDUCATIONAL MONTHLY* to foster this spirit of co-operation, and in bidding our readers A Happy New Year, we give them an assurance that it is no intention of ours to relax any effort in that direction. Our prospectus indicates the programme we have arranged for the coming year, and it is to be hoped that our readers will assist us to the utmost of their power in extending the usefulness of our periodical.

The reference made in our last issue to the "still small voice" that comes from a remote corner of the Dominion urging an improved professional relationship among teachers is well worth the consideration of every teacher in the land. The ills that flesh is heir to are hardly less frequently expatiated upon than the ills which seem to be the lot of the teacher. And yet when some of the teachers' ills are traced to their origin

the teachers themselves are hardly able to free their skirts altogether from blame. For example, in the matter of salaries the teachers' small and precarious emoluments are often traced to the lack of funds in the public chest, or to the poverty of the country districts, whereas it may be too often traced to the unprofessional conduct of the teachers themselves towards one another. In a word, if teachers were only to become true to themselves, they would command not only a higher respect but a higher salary from those who require their services. An instance will illustrate this readily enough. A teacher was once pleading with a school commissioner to support an application he was about to make to the board for an increase of salary.

"Your salary is just what you asked for when you made application for the position you hold, is it not?" asked the commissioner.

"Yes," answered the teacher, "that is true, but I find I cannot live on it. Besides, the teacher that was here last received more money for just the work I am doing."

"Then why did you offer to take the position at a less salary than your predecessor?"

"Because I wanted the place, and being told that there was a very large number of applicants, I asked for a very low salary, thinking that if I gave satisfaction, the board could be induced to give me the amount paid to my predecessor."

"In other words, you expected the board to break their bargain with you. That is a new kind of a way in carrying out a business contract. The fact is, sir, you should never have offered to take the position at a less salary than your predecessor's. You have made your bed and so must lie