

perhaps, and more harassing than exist in any other profession or occupation. Why is it that teachers are not on a level, as regards prestige and dignity and social interest with clergymen and lawyers and doctors? The whole theory of their calling is based on the assumption that they are at least helpful in securing for young people opportunities of "preparation for complete living," and helpful too in giving an education that meets the demands of modern life, "both in its provisions for the development of the individual and in its training for social service." Yet here and elsewhere even responsible persons talk of "hiring a teacher" as they would a hackney-carriage! One of the questions put quite lately by a shrewd man of business to a scholar who had gone to take up the work of a College Head in one of the greatest commercial centres in England was "Have you the hide of a rhinoceros?" From what I know of school conditions here I am sometimes inclined to the opinion that this same prophylactic is of value also to school teachers. And yet it lies in great part with our teachers themselves to bring about a more ideal condition of things. They follow a calling, of which it has been said that while it is the noblest of all professions it is the sorriest of trades. It is for them to rise above their environment by strenuous effort—such effort as shall show that they are not content with the "daily round, the common task." They must put aside the temptation to teach just what they know, and all the soft seductions of the daily lesson which after all makes no great demand upon their intellectual powers. When a teacher is content with the minimum that is asked for, there is a great danger of mistaking that minimum for a maximum. It is true that all teachers should be better paid; those of us who have small families to trouble our domestic repose often have occasion to realize that the delegation of responsibility from parents to teachers is cheaply enough purchased at existing rates. As regards remuneration, at all events, it is the case that teachers are expected to make bricks with the smallest conceivable modicum of straw. But salaries are not everything, and men and women who have entered the teaching profession for the love of their work, sometimes rise superior to salaries. All the same it must be recognized as a standing barrier to the development of any scheme for the higher training of teachers in this province, that so long as conditions remain