

lessen the value of their services by engaging in other employments or in study with other ends in view. There is, however, another side to this picture. The teacher is compelled to obtain an education and a training to fit him for teaching, that in the case of a first-class A, takes as much time and mental energy as would enable one to acquire a profession which yields its possessor an income four times greater than even the better class of teachers are able to obtain. While all this is demanded of the teacher he is hedged about by all sorts of legal restrictions and while he is admonished to climb up to the top of his profession and to love it and all that sort of thing, he has nothing to say as to who shall enter it nor any real opportunity of elevating it to a profession in fact, but on the other hand there is a deluge of young recruits who are permitted annually to try their 'prentice hands in the school-room at the wages of third-class day labourers whose cheap services are too often accepted, thereby displacing the experienced and more really valuable teacher. Men and women, therefore, who have the ability to educate do not remain in the school-room any longer than a more profitable field is available for their services. A radical change must be made before things are better.

Teaching must become a profession, in fact as well as in name. There must be something in it more than the beggarly salaries offered before men and women worthy to be called educators will make it a life work. It will not do much good to be everlastingly telling teachers to love an employment for its nobility and the grandeur of its aims while the remuneration is hardly as much as that of a first-class wood sawyer, whose outfit for his business may be obtained for a couple of dollars. The very best teachers in Canadian school-rooms to day have no intention of remaining there any longer than they can help. This statement may not be pleasing but it is nevertheless true.

While the State has the right to demand of teachers their best energies and talents in fitting their pupils for good citizenship, it is also the duty of the state to see that they are paid such salaries as will keep the best teaching talent in the school room. Unfortunately our educational system works the other way, driving the best talent out and reducing teachers who remain to mere cramming machines for examination purposes. The system robs the teacher of his individuality and largely converts him into a mere school keeper and mind crammer, instead of a true educator. —*The Northern Advance.*

## SCHOOL WORK.

### CLASS-ROOM.

#### LATIN GRAMMAR AND COMPOSITION.

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A.

1. Give the gender of *virtus*, *corpus*, *lex*, *aetas*, and *condicio*, stating the rule in each case.

2. Give the principal parts of *vivo*, *vinco*,

*vincio*, *cado*, *cedo*, *occido*, *pondo*, *pendeo*, *metior*, and state the meaning of each.

3. Give the common for the negative imperative.

Translate: *Do not think that they will make the same request.*

4. Give the common forms for expressing a wish.

Translate: *O! that he were here now!*