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THE ECONOMY IN HIGH WAGES FOR TEACHERS.

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THERE is an old fallacy, to which great bodies of men are still subject, that the introduction of machinery supersedes human skill and reduces all differences to an equality of indifference; and every *laudator temporis acti* laments for the passing of the days when workmen were men, not the mere slaves of a machine. With clearer historical knowledge and a closer acquaintance with the conditions of labor in more backward countries, economists, at least, have come to recognize that probably greater demands are made to-day on the intelligence of the average workman than were made in the days before machinery, and that the skill and the intelligence of the artisan are, at any rate, no less in the factory, with its power loom, than in the domestic workshop, with its cumbrous hand loom. But the old fallacy is not dead. Periodically it is reasserted, even in the industrial world. Two years since there was a great strike in the boot trade in England; partly, at least, against the introduction of machinery; and apologists for the strikers were not wanting to declare that the introduction of American machinery into the boot trade in England would reduce the demand for skilled labor. As if the operatives in the shoe factories

in New England were less intelligent than the operatives in Old England! The truth, however, is prevailing in the industrial world that the more complicated the machinery the more is the skill required; the more perfect the system, the better must the operator be. The introduction of machinery does not do away with the necessity of human skill. The form may change, but the necessity of human skill is the same or greater. And it is the same with a system as with machinery, the same in the intellectual world as in the industrial, the same in the school as in the factory. The more perfect the system we have devised, the more care must we exercise in selecting those who are to work it; for no system can operate of itself. Systems, like machinery, increase and do not lessen the demands on the intelligence and skill of the operator.

We have, in theory at least, an excellently devised school system; and we have much reason to pride ourselves on the system. The code contains all the modern subjects, and nothing is omitted that could possibly be included. It is a building fitly framed together; and the wonder is that the results of such a system are no better than they are. We find that our education is more in seeming than in