

for regular and continuous service. Third Class teachers' salaries are, in my opinion, fully equal to the worth represented. The people, as a general rule, are not averse to paying good salaries, but they object to pay a large salary for an inferior teacher. The quality of work regulates the salary, and not the salary the work. The good teacher has no difficulty in obtaining a good salary. It is an evident injustice to legislate the salaries up, irrespective of the professional ability and earnestness of the incumbents of the positions of teacher. Teachers too often think that everything ought to be done for them, and little or nothing by them.

Another impediment to the dignity of our calling is the lack of interest of the general public respecting school affairs. Even parents take but little interest in the management of the school unless their children are punished too severely or fail to be promoted as rapidly as they desire.

A larger school board would have a tendency to awaken a deeper interest in school matters since a regular quarterly visiting board could be appointed and the magnetism of numbers would add to the interest of board meetings which at present are mythical in so far as rural school boards are concerned. These are some of the disadvantages of the calling, and these legislation can either remove or diminish. But there are faults on the part of teachers which must be corrected before we can expect the teacher to occupy that position in society for which his intellectual attainments and moral worth naturally fit him. To raise our status we must dignify and respect our position; love of our work and real earnestness in the prosecution of it are the grand desiderata of the teacher. Given these, and like the philosopher with his fixed point we can move the world. With these qualities nine out of ten of our teachers, equipped with the scholarship now demanded, will be successful. The possession of these qualities causes one to magnify the importance of the office. Teachers too often think of themselves as drudges and their life as a drudgery, and by a strange perversion of reasoning are annoyed when they are so characterized by others.

Another fault, too common amongst teachers of all grades, is the absence of philosophic study of their work. Proper methods of teaching the subjects of the curriculum are most important, but still more important is the reason why the subjects should be taught at all and the faculties sought to be educated by each different study. The object of education is not knowledge of the details of a subject, but the development of power in a faculty. The former is the means, the latter the legitimate end. The teacher who does not inquire into the "causes of things," who does not teach philosophically may impart facts but cannot educate. Under his teaching "knowledge comes but wisdom lingers."

Another fault, of late too prevalent amongst us, is the shameless way in which many of our ranks desert their employment without notice, and despite a written bond duly signed and sealed, for a more lucrative position. "Honesty is the best policy" in teaching as well