

standard of first-class teachers it is certainly no argument for simultaneously raising that of third-class ones. If certain subjects *must* be taught in a particular school any intelligent Board of Trustees would see the necessity of procuring a teacher properly qualified for the position. But where is the necessity of engaging a teacher who is acquainted (superficially of course) with every subject under the sun, when his duties do not require him to teach one-fourth of these subjects? I have not said that it is injurious to the pupils or the school or the community to do so, but I ask where is the necessity? for if it is not necessary it can be looked upon merely as a waste of energy.

The real purpose of raising the standard of qualification for the several certificates, seems, as far as I understand it, to have been a noble one, viz.: that of increasing the general rate of remuneration received by teachers for their services. The projectors of this scheme probably reasoned somewhat in this way. By increasing the difficulties of the examinations we will decrease the number of teachers capable of passing them, and thus bring the supply beneath the demand. This, as a matter of course, must tend to augment teachers' salaries.

But they reasoned from false premises, and consequently came to unwarrantable conclusions. The principles of political economy, when applied to a school system tell us that such increase, if of any importance, could only be temporary at best, or take place in a peculiar manner. Experience, as seen in the Medical and Law Societies of Ontario, teach us a similar lesson. Both of these societies have endeavored to curtail the number of young men passing into these professions by making their examinations more difficult. But have they succeeded? By no means. There are more students at medicine and law now than there ever were before in this country.

And it can be easily shown that the physician or the lawyer stands in a position advantageous to that of the teacher. In a city like this, which is pretty well supplied with physicians, a new one may

upon an office and succeed in his profession without throwing any of the others out of business. The only effect will be to diminish the practice of each of the others to a small extent; and thus a given locality might possibly support, in a meagre way of course, twice the number of physicians which it normally supports. And the same is true in regard to lawyers. But nothing of this kind holds when we turn to the profession of teaching. For simplification's sake let us confine ourselves to this city and suppose that it is isolated from all the surrounding country. We employ 28 teachers, which is equivalent to saying that we have for public education in this city 28 schools. The number of schools depends mainly upon the population and keeps pace with it. Unless population increases there will be no increase in the number of schools. If, then, a 29th teacher comes into the city, he cannot do similarly to an additional physician or lawyer and build himself up a school at the expense of the other schools, but can get a situation only by supplanting one of the teachers already engaged. You will bear in mind here that I am speaking only of Public Schools, and that I have no reference to private schools whatever. As a consequence, then, upon our former supposition that we are isolated from surrounding districts, the supernumerary teacher is left to one of two courses, either to seek for some business other than that of public school teaching, or to get a position in one of the 28 schools by underbidding some of his fellow teachers. We can thus understand how it is that a surplus of teachers produces that peculiar competition which is so calculated to reduce teachers' salaries. It seems, also, at first sight, that if the standard be so raised as to create a scarcity of teachers, salaries will be increased in proportion to this scarcity. But a little consideration will correct this idea. A few years ago the standard was suddenly raised when what are now called New Board Certificates were first granted, and hundreds of teachers were suddenly rendered legally unqualified. Now if we were to cancel one-half the medical licenses in

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