

this school section, offer to hand over the minds and characters of all the children in the said section, to be guided and moulded by whomsoever we find to be the lowest bidder." So it happens that the little folks are handed over to the lowest bidder, the under bidder, or, in a whisper be it said, to the underminer.

Now, let us look upon the effect of this cheap system, first, upon the teacher. Young teachers have the burden of saving sufficient for their expenses at the Normal, and the tendency is to say, "Well, I can't really afford this journal or that book on child psychology or that new edition of problems in arithmetic. The result is, instead of having a bright up-to-date, go-ahead teacher, versed in all the latest ideas and methods of his profession, we have a fossil gradually getting rustier and rustier till school life is a mere mechanical routine. If doctors, dentists, authors, clergymen buy all the latest works on their profession, and keep abreast of the times in art, literature, and politics as well, why should not school teachers? Ans. Because there isn't enough in their pockets. For, certainly, no energetic teacher should consider his reading on pedagogic lines ended when he leaves the schoolroom. Secondly, I believe that most of us agree that travel is of a very decided benefit to a teacher. I have only about three-quarters of the faith in travel as an educative factor that some people have, but I have the very firmest belief in that fraction, and it is a rather tight pinch for a young teacher to think of descending the St. Lawrence or even of spending a few weeks amid the culturing and refining influences of Grimsby Park. Thirdly, does it increase our self-respect as teachers and the respect in which we are held? I do not mean that riches or poverty should have anything to do with self-respect. But in

this case the salary is a test of the community's regard for us, and lack of appreciation seldom increases self-respect. Fourthly, what has become of the old-time schoolmaster? That grey-haired hero of the past, with his firm but kindly face! The old schoolmaster! The words have some melodious charm I cannot define. But he is an obsolete character now. A ragged wife and six ragged children were too much for him, and he went into farming or merchandise, or studied law or medicine. In their stead our conventions are filled with beardless boys with most of whom teaching is a mere side issue till they can go into something else. You can't blame them either. Few men care to continue in a profession in which they *must* remain celibates, and it would be a brave girl indeed who would share the lot of a rural schoolmaster at the present rate of salaries. I know there are those who say it is not a fit profession for men. I disagree with them utterly. Haven't time to say why.

But let us turn to the other side of the question, viz., the effect of poorly paid teachers upon the agricultural communities of our nation, for that is a more important side. Look for a moment at the position of a teacher in a rural district. In many such districts the people are, almost without exception, engaged in manual labor. A girl or two may have attended a High School a couple of years (let us hope she does not consider her education finished); a minister may be stationed there, or visit the section once a week; but often you are the only abiding representative of that intellectual life that glows or dies, a spark unseen by baser eyes. How important, then, is your life as an educative factor in that section! I need not spend time stating the effect of an unappreciated, unread, untravelled teacher as the leader of their mental life. It doesn't matter much whether the teacher is an old