

ABOUT SALARIES.

The man who has determined to make teaching his life-work, cannot but feel solicitous as to the remuneration he will get. Thousands begin to labor, hoping for an increase of wages, but as it does not come, they become discouraged; they leave the field, and thus some who would have been of the highest usefulness to the world are lost. Every teacher wants an increase of salary; many deserve it. What can be done to increase the pay of teachers?

1. In what way are the salaries of the profession in general increased?

2. In what way can an individual teacher obtain an increased salary?

(1) When Francis Dwight began his self-devoted labors in behalf of education, between 1840 and 1845, in New York State, seventy-five cents per week was not an uncommon price for female teachers in country schools. The writer remembers when, in a central New York district, it was debated whether one dollar per week should be paid to a female teacher; and it was agreed to because she would board with her parents. Mr. Dwight saw that the cause of low wages was the belief in the public mind that it required no special preparation to teach school, and proposed the founding of a normal school. His work was ably seconded by strong men; a normal school was established; the people assented to the principle that teaching was a business no one could work at successfully without a special training; others have been established, and wages have been greatly increased. Instead of seventy-five cents, and one dollar per week, the average is about six dollars per week to female teachers. This is for the country schools; in the cities the increase has been even greater than six times. All this has come about by announcing and holding to the principle, that the important work of teaching human beings requires careful, prolonged, and special preparation.

But the teachers were opposed to normal schools! They did not want to spend the time and money a special preparation would require. They wanted the school-rooms to be easy of access—not perceiving that this made wages low. The rise in wages is not due to what the teachers have done, but to what the people have done.

If the teachers want wages to rise, they must increase their abilities; they must give more time for preparation, they must diffuse the principle that only trained teachers can teach.

(2) Daniel Webster replied to a young man who asked whether the legal profession was not crowded: "There is plenty of room at the top." The teacher who is receiving a small salary, can increase that salary by learning to do more difficult work than he is now doing. Suppose that we form a pyramid of salaries. All receiving \$100 and under, per year, shall form the bottom layer; those receiving \$200, the next; \$300, the next; \$400, the next; and so on; the top layer shall be of those receiving \$10,000. Our pyramid has grown steadily smaller, and the top is a point! Those who are in the \$100 layer are there because they are not skillful workmen. They must increase in power. How?

1. *A good principal or superintendent makes good teachers.*

The teachers associated with Co'. Parker at Quincy were invited away, at double salaries; those that replaced them were also invited away at a similar increase. A poor superintendent or principal depresses the salary of every teacher under his charge.

2. *Through training at a normal school or institute.* We believe the normal schools of the State of New York have doubled the salaries of teachers. The graduates of the school at Oswego, especially, have been in great demand; many have received large salaries. Oswego has had a powerful effect on salaries. The insti-

tute in Queen's and Suffolk counties, New York, were conducted by Prof. D. H. Crutenden for several years, and wages there are higher than in the other counties of the state, (excepting those in which Brooklyn and New York are situated). His work left a deep mark. A good teachers' institute is a sure means of raising wages; it tends to make the work professional—that is, *work that can be only done by those who are specially trained.*

3. *Through a good system of examinations.* New Jersey is an example of this. State Superintendent Appar deserves credit for his wise forecast in this matter. The plan is, a division of the teachers into three grades; and then requiring those receiving the lowest certificate, to study so as to obtain the next. In most of the states, teachers can renew the lowest certificate as many times as they please. Not so in New Jersey. Prof. DeGraff used to say that a difference in the teachers was perceptible as soon as the state line is crossed. The pay of teachers in New Jersey is larger than in New York; the system of examinations has made it larger. Yet the teachers have fought against the system.

4. *Through reading of educational journals and books.* The publishers of the *School Journal* have abundant testimony of the practical value of reading that paper. There are two classes of readers, however—those who read to increase in power, and those who read to while away the time; thousands read the newspapers who do not know what they have read ten minutes afterward. Advancement in teaching is not made by this mode of reading an educational journal.

All these things fit men for higher salaries; but that is often not enough. The man who wants a larger salary must not sit down and wait. Let him, if he is receiving \$500, and wants \$1,000, inquire where the places are where \$1,000 is paid; what the requirements are, and act accordingly. It is no uncommon thing that school officers become sadly perplexed to find men capable of earning good salaries. Hence the teacher must let his abilities be known. As an example: a young man in this city wrote to thirty-five cities, setting forth his abilities and the salary he desired. He was engaged by one of those cities to superintend their schools.

Power to teach can be increased, and, as a rule, the salary paid is in proportion to that power. More is meant by this, however, than a knowledge of text-book lore. — *School Journal, N. Y.*

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY EXAMINATIONS, 1885.

THIRD AND SECOND CLASS TEACHERS.

MUSIC.

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1. Write four measures of any song contained in the authorized text-books.
2. Write the time-names which you would use in learning the following:

