

endowments, they are all within the reach of every one of us, and we are without excuse if we do not possess them, or are not on the way to them. True, they are all super natural graces, but the power which makes them possible to us is at hand for our help. "What soldier ever serveth at his own charges?" What Government expects its armies to equip themselves? Nor is God less reasonable with His soldiers, for the strength and the equipment for this war both come from Him. But it is help to war and aid to fight not

assistance to sit still or to develop our natural gifts into something Divine. In our Lord's last words to His churches it is to "him that overcometh" that all the blessings of Christian joy and perfection are promised.

"Not to the vanquished
Heaven opens its portals;
Rest is the glory given
To crowned immortals.

"Think not of mere release,
Welcomed victorious;
God giveth more than peace,
'His rest is glorious.'"

—*The Sunday School Times.*

TEACHERS' SALARIES.

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THE ECONOMICS OF TEACHERS' SALARIES.

All economic relations find their origin in the effort to satisfy human desires by services or utilities. Services presuppose human effort, and human effort, employed in the production of material objects is commonly called labor. But since the utility of labor is determined by its power to satisfy human wants and desires, all human effort having its end in human satisfaction is productive labor and renders utilities.

Some utilities minister to man's necessities, as those of the business man, the mechanic, the hod-carrier; others to his desire for pleasure and culture, as those of the actor, the artist, the servant. The teacher ministers to both the necessities and luxuries of human life in the service he renders to individuals and to society. He satisfies human wants, and like all laborers produces utilities. The advancement of the aims

of education is a utility because it furthers the best interests of the individual, and because popular government demands popular education for its preservation. Quantitatively stated, the utility, to the individual, is the difference between his ability with the aid of the teacher and without the aid of the teacher to develop culture, efficiency, and power; the utility to society is the difference between the civilization to be attained with the public schools and without the public schools. Since the teacher and the school satisfy so great a social and individual want, the State administers and supports the public school system.

The immediate reward of the teacher for services rendered, the immediate reward of all workers of whatever class, consists of completed and enjoyable goods, as food, clothing, shelter, various luxuries, together with professional and personal services. The continuous flow of this reward to individuals and to