

Some of the causes of the lack of permanency in the profession have been hinted at. I shall seek to place them more in detail :

Insufficient remuneration is undoubtedly a leading cause. Persons wishing to become teachers must spend from two to three years in non-professional and professional preparation, at a time when it would be possible for them to earn a fair livelihood in other pursuits. After all this time and considerable outlay of money they seldom secure \$300 as a salary at first. If successful, they may hope to get \$400 by the time their "Third" expires. Then comes another course for a "Second," after which they may look forward to the munificent sum of \$450 or so, though the highest average reached in counties for male teachers is less than \$400, and for female teachers, less than \$250.

With equal literary and professional training in other callings, teachers would, undoubtedly, have far superior prospects both as to permanency and pay; while, with an additional expenditure, not greater than that of the past, they often find employment in one of the learned professions where the prizes offered are both more numerous and more inviting. It is no matter of surprise, therefore, to find many of our clever and ambitious teachers making ours a stepping stone to some other life work.

Lack of fixity of tenure, if constant change of sphere may be so named, is another important factor in driving teachers out of the profession. Like travellers in a desert, they do little else than pitch tent and next remove it. One year here, another there, they begin to fear the mark of Cain is on them, and look around for a local habitation and a name—some abiding home and steady occupation. Akin to this comes—

The lack of professional recognition,

which no doubt has discouraged most of worthy teachers. A higher or holier calling than the teacher's can scarcely be found, and yet he has been and is slighted and slurred as if entitled to nothing but his bread and butter and not always to that. Undoubtedly, there are exceptions, and the profession is claiming and receiving more of its legitimate place through its own higher merit, and also through a more rational attitude on the part of the public. But stunted appreciation, or the very opposite, has had decided influence among the factors that make the profession so changeable.

Lack of adaptability in teachers has also had its influence in producing change, and that oftener than we are prepared to admit. Not a few have chosen the life of a teacher who have had neither natural nor acquired fitness for the successful discharge of its intricate and unending duties. When one enters the profession to have an easy life, never greater mistake was made. When one enters it without intuitive insight into or love of childhood, a greater mistake was never made. When one enters it who does not daily feel need of fresh inspiration and new resources, no greater mistake could be made. Yet these mistakes occur and recur with painful frequency; and every faithful inspector has had the painful duty of advising one and another to seek a different calling.

Defective administration of the school law has had much to do with change in our profession. This is often defective, feeble, fickle. School boards are unnecessarily numerous and mutable; often uneducated, sometimes biassed by local prejudices and jealousies; do not always recognize the efficient; often appreciate the cheap and superficial, and often neglect the simple essentials of efficiency in a school. With the official