

rapid circulation of teachers renders it possible to fill any vacancy from among the half-skilled and inexperienced ; those who have skill and experience are forced to accept the rates for which young teachers will engage ; and thus a low rate of wages is established. To depress the rate of wages means ultimately to lower the standard of efficiency, which we see is closely connected. So we enter on a vicious circle which requires courage to break. Poor wages make poor work, and poor work is only worth poor wages. Who is likely to break this circle ?

It is easy to see that the school trustees in country districts will not, and cannot, break the circle. They are too often unqualified either in knowledge or in interest to direct the school affairs over which they preside. There is a very wide-spread idea, in all democratic communities, that no man is worth much more than the average man ; and, in farming districts, where the majority of the residents see very little money from year's end to year's end, the cash salary paid to the teacher seems truly princely ; and the natural consequence is that there is a constant inclination to reduce the teacher's salary, when it can be done. School expenses are, indeed, heavy ; the districts are often poor and sometimes thinly settled ; and the burden of the school rate must be considerable. Accordingly, where there is a lack of appreciation of the value of education, a niggardly policy is likely to be pursued. Salaries will be kept low ; for the question of efficiency will never be raised. Trustees are often as much interested in keeping down the school tax as in promoting education. They imagine, that, since the system is all-sufficing, anyone is able to operate it and produce the desired result. The practical corollary is to get the work done as cheaply as possible. The inference is not to be wondered at. If we accept

the general reliance on system and constitution we need not wonder that those who have no sense of the high dignity of education and the supreme value of it to the State put up the honor of the district at akind of Dutch auction—require candidates to state "lowest salary," and stand ready to accept the lowest bidder.

It seems difficult to persuade the outsider that there are degrees of efficiency in teaching, or, at any rate, degrees that can be affected by remuneration. To the popular mind there is little scope for improvement. What knowledge the teacher has he keeps, nor does he require to add to his store to perform his duties ; and, after the indispensable year's experience in the practice of teaching, there is little left for him to learn that is necessary for his work. There may be differences between teachers. One may be as efficient and successful as another is unsuccessful, but that is a matter of gift and not to be commanded. That the teacher's efficiency may be improved by considerate treatment and by the prospect of increased remuneration never occurs to many ; and by some, who would admit the economy of high wages in industrial affairs, is rejected as an unworthy idea. The teacher is a public servant, and ought to be willing to render his best services to the community independently of all thought of reward. That the teacher is so often faithful in the discharge of his underpaid duties speaks well for the moral character of the profession. But, nevertheless, it is true that the efficiency of the teacher is conditioned by the material conditions of his remuneration.

The conditions of efficiency are complex and varied and include, in all industry, mental and moral considerations as well as physical. The element of hope enters in, as Adam Smith saw, when he said that wages