

too much *blind* competition; no common understanding; no organization; no union.

It may be said of our people that they have never felt the cost of common school education. For one rural ratepayer whose assessment amounts to five dollars per annum, there are fifty who pay not more than half of that, and many much less still.

In Great Britain, where the legislative aid per pupil ranges from twice to five times what it is in Ontario, the school-tax is not unfrequently one shilling in the pound. From sixpence to tenpence are common rates, and nobody grumbles—at any rate there is no more discontent than is exhibited in this country when the assessment has been struck at from five to ten mills in the dollar.

With us, the most popular school corporation is that which "runs" the section on the smallest sum of money. A teacher is advertised for at \$200, \$300, or more rarely, \$400 per annum, and forthwith applications pour in, some expressing willingness to teach for even less than is offered. In such circumstances trustees can arrive at but one conclusion, viz.: that the supply being so large, they will, in future, be warranted in offering a still lower salary.

Now, the fact is, that there are not so many idle teachers as there appear to be from the trustees' point of view, for, in all probability, our suppositious applicants have asked for engagements in half-a-dozen or more places at or about the same time, and each applicant being laudably desirous of securing a situation, he unwittingly crowds the others.

This being the case, the question is (and it is that to which this article purposely leads): Can such blind scrambles be in any way avoided? There need be no hesitation in answering, yes; and it will be easy to show that no other body of workers in the

Province have anything like such good facilities for arriving at a definite, reasonable and practicable understanding on the matter of remuneration as lie within the grasp of the teaching fraternity.

Every lot in a given county is assessed, and the value of all the school sections is easily ascertainable. It is chiefly on the basis of assessed value that any estimate can be made relative to the school-supporting ability of a section.

What is suggested is that the Teachers' Association of each county should appoint a committee whose duty it would be to possess itself of all the facts and figures affecting the various school sections, and from these data make a fair estimate of what salary each section might reasonably be expected to pay.

Intending applicants should correspond with the secretary of this committee before communicating with any board in want of a teacher, and would receive from him a statement of any section's "standing," with, perhaps, other information that would enable one intelligently to appreciate "the situation." The secretary might also supply each applicant with a list of the other applicants in time to permit of modification or withdrawal.

For this information small fees would, of course, be chargeable, but nobody would grudge these in view of the prospective advantages.

It does not appear that there is anything utopian or *very* selfish in this proposition. It seems to be simple, and needs but united support to become successful, that is, to enable all to avoid the present cut-throat system which tends only to keep down salaries by enabling parsimonious boards of trustees to profit by the want of organization amongst the fraternity.

That some sort of union or organization is most imperatively necessary,