

great and marked success. On the chance of obtaining one of the prizes of the profession, men will be long content to work for a lower remuneration than their services are worth. The status of the calling is determined by these prizes; and, when there are a number of lucrative positions which may be obtained, although after waiting, the standard of the profession will be set high, and men of marked ability will enter it. There can be no doubt that the number of such positions open to the common-school teacher has, during the last twenty or thirty years, diminished. The average salary may be higher now than it was then; but this avails nothing to attract to, and to keep the best talent in, the profession. Wages are "for the encouragement of industry"; and there is little encouragement when a man may obtain almost at first all that he is ever likely to obtain. The absence of prizes means the absence of incentive; and the absence of incentive to increased effort means that the efforts will not long be maintained. It is not merely that the number of prizes has decreased, but the prizes themselves are not relatively so attractive as they were. For no greater expenditure of time and labor in training a greater return can be gained in other professions; and the other professions are attracting much of the trained ability that ought to have been directed to the teaching of the young. Teaching is rapidly falling to the level of those employments of which a man may make a stepping stone. Teaching offers the inducement of an immediate return; and many become teachers from no other reason than to earn money to enable them to pursue their studies. It is well that opportunities should be afforded to those who have the ambition and the ability to go farther; but it is desirable that such an opportunity should not be offered at the expense of the status of the teaching

profession. Indeed, in some ways, the ease with which a little money may be made in teaching is a snare. It attracts into the profession those who are rather shiftless, without ambition, and irresolute. These stay in the profession, while those whom it would be desirable to retain, having pocketed their salaries, move off to their "fresh woods and pastures new." Many of those who entered the profession merely to earn a little ready money have remained in it from necessity. Once involved in the work, it was not so easy to work out again; and some of our best teachers are teachers who, with great diligence, have made a virtue of their necessity. Yet the large effect is that the profession of teaching is being degraded to the level of those employments which are regarded by those engaged in them as merely temporary. In such temporary and stepping-stone employments wages are low. This is generally put forward as the principal cause why women's wages—work for work—are lower than men's. It is almost impossible to bring most female operatives to regard their present employment as their permanent employment; and consequently the employers, having no guarantee that the hands will remain with them, will pay low wages only, and the hands, having no regard for anything but the immediate present, will not take trouble to master the difficulties of the trade. No teacher whose sole idea is to accumulate enough money to enable him to pursue a post-graduate course can take much interest in his profession as a profession, or care to apply his mind to the solution of the practical and theoretical difficulties of subject and method of which every teacher can speak. The results of this way of regarding the profession of a teacher are far-reaching. The desire for immediate returns depresses wages and lowers the ideals of the teacher; the