

all other respects, is a delusion and a snare. It is, to say the least of it, an indignity to the profession. No teacher possessing both natural and acquired fitness for the profession need fear but, in the course of time, his labors will be so appreciated that, if a good salary cannot be obtained in one place, it will in another. Protection in this case would be a benefit, not to those who deserve it, but oftener to men who could never rise in the profession—to protect whom would be to do an injustice to the public. What right has a man to protection who has no higher object in view than to perform the daily routine of school life? What protection does that other man deserve who never thinks of his school duties, from the time he leaves school, till he returns again? If salaries are to be raised, and we trust they will, it cannot come from any *legal* protection, or from any such outward pressure as would coerce the public into a liberality that does not seem compatible with its own interest.

To secure an increase in teachers' salaries we propose the following practical suggestions:—

*First.* Let teachers endeavor to educate public sentiment on this point, by aiding and encouraging the diffusion of literature. The lowest salaries are generally, if not always, paid by sections where the greatest amount of ignorance prevails. Education has invariably a liberalizing tendency. Educate a man properly and he appreciates the services of those who devote their time exclusively to the work of teaching others. Further, he feels himself constantly benefited by his own acquirements, and hesitates not to take proper steps to bestow similar advantages on others.

In adopting this course we are encouraged by the results of the past few years. No one will deny but there is a more general diffusion of a literary taste among our people than there was some years ago. The vast increase in newspaper

circulation is of itself sufficient evidence of this. Besides, we have an increased number of Mechanics' Institutes, Public Readings, &c., all contributing to the general aggregate of intelligence. From these the teachers now are deriving certain pecuniary advantages, and it is to these, as external influences, that they must look in the future.

Besides these, there are other circumstances which must and do govern the increase of teachers' salaries. And first, we would mention *Attainments*. The remark made by Daniel Webster to the young candidate for the legal profession, "There is plenty of room in 'D stairs," holds good in every profession, and particularly with the teacher. There are certainly numerous openings, and good salaries in store for the man of attainments in his profession. A first class certificate, with a thorough training to back it up will command a good price. No man, intending to continue in the profession, should think of opening a school without some sort of training, calculated to make him almost master of his work from the very start. And no man possessing this need fear but the public will reward him suitably for the time devoted and outlay incurred in fitting himself thoroughly for his duties.

It often happens, however, that the really good teacher suffers from competition with others who have no fitness for the profession, but who are willing to accept a very moderate salary. For this evil there may be no immediate remedy, but, like most other evils, it works its own cure. The public soon become dissatisfied with the mere *school keeper*, and readily pay even an advanced price to the man capable of meeting their expectations.

The salaries of teachers also suffer from those who enter the profession temporarily. It is indeed very much to be regretted that so few are decided upon remaining permanently as Public School teachers. The loss to society from this unsettled state of