

substance ; that there are great gaps between the primary schools and the grammar schools, and between the grammar schools and the college ; and that these gaps are, at any rate, not closing as fast as could be desired. When we turn to inquire for the cause we find it in the fact that the minds of our educational authorities have been possessed by the old fallacy that machinery and the demand for skill and intelligence are in inverse proportions. They have imagined that a school system would operate of itself, and have labored to elaborate and to perfect the code they had devised. They have forgotten that every improvement in the code and in the system makes a heavier and a higher demand on the skill and intelligence of the teacher who has to make the system "march." In the industrial world the evil results arising from this mistaken point of view were readily apparent, and, partly by the influence of competition, and partly by the action of the State, have been corrected ; but, in the educational world, the results are not so apparent, nor, to the average man, do they appear so important. Therefore, in spite of the protests of some far-seeing writers on education (generally pronounced reactionaries), our authorities have gone on elaborating the code and perfecting the system without inquiring whether any steps were being taken proportionately to increase the skill and ability of the teacher, on whom the ultimate responsibility of the proper functioning of the system must rest. Yet this is the real educational problem which awaits solution. Educational theory, and the practice enlightened by educational theory, is making less and less of the system and the subject, and more and more of the teacher. In the hands of the skilled any system will produce results ; in the hands of the unskilled what is the elaboration of educational machinery but the elaboration of con-

fusion ? Only in the hands of the skilled does machinery produce its perfect work ; and, without skill on the part of the teacher, educational machinery is, at least, as good, or as bad, as useless. What are we doing to secure teachers skilled enough to operate our educational system ? I do not speak of the systematic training of our teachers in normal school, or on the often undirected but yet very hopeful efforts in our county institutes, which are so good that one can wish them better. These are only part of our system—part of our machinery. Skill is not the product of the machine, and it was only the pressure of enlightened self-interest which brought the employers to recognize that it was not profitable to work expensive machinery with half-skilled labor. Only indirectly has machinery been the cause of skill. In educational affairs the enlightenment of self-interest has not been present, and the light that has been in our educational masters has too often been darkness. There has been little or nothing to combat the old fallacy that machinery lessened the demand for skill, and the demand for skill has consequently diminished.

Modern wage theory is inclined to state not merely that wages will generally be paid according to skill and the work done ; but even to go so far as to suggest that work done and skill developed are in strict proportion to wages received. The hard master who would gather where he has not strewn does not garner much ; if he pays meanly, his men will work meanly ; and, if the general rate of wages be inadequate the general average of skill efficiency will be correspondingly low. We need not go to the length of treating the theory as a convertible proposition which may be read with equal accuracy from either end—skill or wages ; but we may yet recognize the truth that there is an economy in high wages, and that a policy of parsimony may