

ing away with that underbidding to obtain a situation that is degrading to the profession and destructive of self-respect, both in the employers and employed. Any increase of salary in any case would be a matter of mutual agreement between the teacher and the board employing him, and based on his efficiency and success in the practical work of the profession.

(c) A limiting or restriction of the absolute powers of dismissal at present vested in school boards on any other grounds except those of incompetency or inefficiency. In many cases teachers who are doing good work, and who are both competent and efficient, and who possess the confidence of the great majority of the ratepayers, are dismissed on the ground of personal feeling existing between the teacher and some member of his Board of Trustees, or of some one who has influence with the board, thus inflicting a deep injury on the school, and very often arousing ill feeling in the section, detrimental to the best interests of all concerned. In such cases the teacher should have the right of appeal to the Minister of Education, through his inspector, before dismissal can take place. The very existence of this right of appeal would tend to lessen the possibility of its exercise. No trustee who had no better ground for his action than that of "personal feeling" would risk appearing before the Minister on such grounds or in such circumstances.

(d) The providing for a teachers' residence and an acre of land attached, in each rural school section; the higher remuneration, the greater security of tenure of

office together with a suitable residence would tend to draw into the ranks of the profession those who intend to make it a life work and who more naturally would bend their energies to make their work a success.

(e) Along with the foregoing the existence of a good library in each rural section, containing all books useful for reference in the work of the school as well as general information on all matters of special interest up-to-date, including the past history and the constitutional development of the form of government under which we live.

In closing this paper let me refer again to the things mainly to be sought after in the improvement of our rural schools, viz., less pressure and a more extended period of attendance by the youth of each section, and the better remuneration and greater fixity of tenure of office in the profession. In this way seeking to draw into the ranks of the profession the best available men and women, and then keep them there as long as possible, for after all, the real success of the profession and the highest results of the teacher's efforts are not to be attained, as we have said before, in one, two or three years, but are the growth of a lifetime. No factor, outside the home, in the daily life of any community is more important and more influential for good or evil than the daily and hourly influence conscious or unconscious of the teacher in the Public School. And no sphere of labor or life work furnishes so wide, deep, and ever expanding field of effort for an enthusiastic, whole-hearted, conse-