

"The average monthly compensation for the whole year, in 1845, for the Male Teachers was \$13.81; in 1846, \$15.42; and, in 1847, \$15.95, and for Females, in 1845, \$6.50; in 1846, \$6.69; and, in 1847, \$6.90,—exhibiting a small but annual increase of wages paid to Teachers. The number of Teachers under 18 years of age, found employed in both visitations* was 2,322, of whom 1,969 were Females, and there were 1,943 over thirty years old, of whom 1,434 were Males. The residue of the number were between eighteen and thirty years of age."

It thus appears that the compensation of Teachers in the neighbouring State of New York is much better than it is in Upper Canada. But, it is also to be remarked, that only one-fifth of the Teachers employed there are Males, while four-fifths of the Teachers employed in Upper Canada are Males. As so small a number of Male Teachers are employed in the State of New York, it may be assumed that those who are employed, are, as a whole, First-Class Teachers; and I do not think their average compensation is better than that of First-Class Teachers in Upper Canada.

This small compensation of Teachers in Upper Canada is the great source of inefficiency in the Common Schools. Persons of good abilities and attainments will not teach for little, or nothing, as long as they can obtain a more ample remuneration in other pursuits. People cannot obtain good Teachers, any more than good Lawyers, or Physicians, without paying for their services. The intelligence of any School Section, or Corporation of Trustees, may be tested by the amount of salary they are disposed to give to a good Teacher. Where there is little intelligence, and, consequently, little appreciation of education in any Municipal District, Township, or School Section, there will be objections against School Assessments, School Rate-Bills, and a corresponding demand for the cheapest Teachers, and for the unconditional and uniform allowance of the Legislative School Grant. It is from such portions of the Province that the two or three objections have been made to the provisions of the School Law of 1846, requiring a District Assessment to an amount equal to that of the Legislative School Grant, as a condition of receiving it; a condition required in every State of the American Republic, as well as in Canada, and without the impulse of which Government would leave Education to retrograde, instead of promoting and witnessing its general diffusion. In order to remedy the evil of so small and inefficient salaries to Teachers, some persons have recommended that a minimum sum should be fixed by law, as the salary of a Teacher per quarter, or per year.* But the sum which might be sufficient for the salary of a Teacher in one part of a District, would be too small for a Teacher's remuneration and support, in another part; and such an enactment would, I think, be an improper and injurious infringement upon heretofore acknowledged local and individual rights, and would injure, rather than benefit, School Teachers. A partial and unexceptionable remedy for this evil, at least in reference to legislative enactment, is that which I submitted to the Government in March, 1846. It was to require each School Section to raise a sum equal to that of the District School Fund apportioned to it, in order to be entitled to a portion of the School Fund. This recommendation was based upon what I found to be the actual results in all School Sections, where there were good Schools. The recommendation proposed the extension of the same condition to individual School Sections, in order to their participating in the District School Fund, which has from the beginning, been required of Municipal Districts, in order to their participating in the Provincial School Grant. Had this recommendation been entertained, instead of being rejected by a majority of the late House of Assembly, and, had also an accompanying, and corresponding, recommendation been adopted,—namely, to authorize the local Trustees to raise their moiety of the School Fund, by a Rate Bill upon their constituents, generally, according to property, and not merely upon parents who send their children to School, I have been assured, by experienced men in different

*In the State of New York a summer and winter visitation of the Schools and a Report of each is required by law; also a three-fold distinction in the ages of Teachers, and the period during which they have been teaching.