

teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the excellence of service rendered. The benefits are open to good, poor and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school.' They can eke out the present as well at teaching as at anything else; while the fund so thoughtfully created for the cloudy day ahead, begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These 'specks in the garnered fruit' generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them."

V.—PROVINCE OF PRINCE EDWARD ISLAND, 1872.

(Education under control of a Board of Education.)

The Visitors' Report on the State of Education in Prince Edward Island is very meagre. It merely gives a few scholastic statistics, without any information as to the cost of the Schools or the sources of their income. We learn, however, that the Schools are under the control of a Provincial Board of Education—that there are 383 of them in the Island (including fourteen Grammar Schools), attended by 15,235 pupils, and taught by 344 Teachers—209 male and 135 female. The Island is divided into three Counties, and the Schools are inspected by three County Visitors. One Normal School exists at Charlottetown, but of it the Visitor for King's County says:—"Instead of being a Training School for Teachers, it occupies the anomalous position of being a High School for children in Charlottetown a little in advance of the other Public Schools."

VI.—PROVINCE OF NEWFOUNDLAND.

The information in the School Reports of Newfoundland is also very meagre. From them, however, we learn that the island is divided into districts, and in each district there are one or more schools. These schools are classified as follows: 101 Roman Catholic, attended by 5,535 pupils; 22 Church of England, attended by 2,389 pupils; 12 Wesleyan Schools, attended by 760 pupils; 1 Presbyterian School, attended by 67 pupils; 138 Government elementary schools (mixed), attended by 7,159 pupils, and 7 Government commercial schools, attended by 301 pupils; total 281 schools, attended by 11,211 pupils. The salaries of Teachers range from \$120 a year to \$400, average \$200. The schools are under the control of two inspectors—one a Protestant and the other a Roman Catholic.

VII.—PROVINCE OF MANITOBA.

The information received relating to education in this Province is imperfect, as only the "Rapport du Surintendant de l'Instruction Publique pour les Ecoles Catholiques de la Province de Manitoba" has reached us. From this report we learn that seventeen schools have been established, and that they are attended by 368 boys and 271 girls—total 639. The cost of these schools and their sources of income are not stated. The Legislature established a system of education for the Province in 1871, and placed it under the control of two Councils of Public Instruction—one a Protestant and the other a Roman Catholic. It also gave to each council \$3,000 to assist them in maintaining their respective schools.

VIII.—PROVINCE OF BRITISH COLUMBIA.

British Columbia, although educationally the youngest Province of the Dominion, bids fair to outstrip some of her sister provinces

in enterprise and efficiency. The Act organizing her system of education was only passed on the 11th of April, 1872, and the first report on the condition of the schools was issued in September.

We are happy to be able to state that John Jessup, Esquire, the first Superintendent of Education for the Province of British Columbia, appointed under the new Act, was formerly a successful student of the Normal School in Ontario. He has, as we see from his report, not failed to introduce into the British Columbia Schools many features of the Ontario School System, and the law and most of the official regulations are almost verbatim transcripts (as far as they go) of those in force in this Province. The text-books used also are chiefly the same as those authorized for use in Ontario. There is a Provincial Board of Education, which is authorized to examine and give certificates to Public School Teachers, and to prescribe general regulations for the schools, etc.

The Legislative educational grant, for all purposes, is \$40,000 a year. Of this sum \$8,346 were expended for school-house building and repairs. The trustees have no power to levy rates, but all the expenses of the schools are defrayed, upon the certificate of the Superintendent, out of the \$40,000 grant. There are in British Columbia (and Vancouver Island) 24 school districts; in one-half of them only schools were reported, and these were attended by 249 boys and 162 girls—total 411.

SCHOOL LAW SUGGESTION.

A return to an address of Parliament asking for information relative to the School Law of New Brunswick has just been issued, with the object of shedding light on the dispute between the Local Government and the Roman Catholic clergy. We do not now propose to discuss the questions involved in that dispute, but rather to note a few interesting differences between our own school law and that of our sister Province.

The most notable of these differences is in the method of paying their teachers. A very ingenious attempt is made to introduce the principle of payment in accordance with the work done and the class of certificate held by the teacher.

The Legislative Grant is distributed at present in the following manner:—

Male Teachers,	First Class,	\$150
" "	Second Class,	120
" "	Third Class,	90
Female Teachers,	First Class,	110
" "	Second Class,	90
" "	Third Class,	70

Assistant Teachers one-half the above amounts. After 1876, it is provided that the above figures shall be altered to the following:—Male Teachers \$100—\$80 and \$60 respectively, and female teachers \$70, \$50 and \$40 respectively. But to that apportionment each Teacher, irrespective of certificate, whose school is reported by the Inspector as of the first rank in respect to quality of instruction, shall receive \$40, if of the second rank \$25, and if of the third rank \$10. Assistants get half these allowances. The county and section grants and taxes make up the balance of salaries and expenses, as in Ontario.

We consider the principle involved in these arrangements a most excellent one, and we beg to call the attention of the Department of Public Instruction and also of the Attorney-General to the advisability of incorporating some provision of this nature in the New School Law of Ontario. At present the entire financial pressure is uniformly against the higher class of teacher instead of being in his favour. The man who will work cheapest is, generally speaking, the man who has spent least time and money in qualifying himself for his work, and experience proves that in the majority of cases, fortunately not in all, the cheap man has the advantage in getting a situation. As the law at present stands, the Boards of Examiners, both Provincial and County, find none to second their efforts to raise the standard. If, however, the law was so amended that in getting a first class teacher, a board of trustees would be able to offer him sixty dollars more than a third class teacher, without paying a cent more themselves, we do not doubt for a moment that a permanent difference between the salaries of first and third class men could be established, ranging at least as high as one hundred dollars.

We note another difference between our system and that under consideration. The Municipal Grant is 30cts. per head of the population, and it is divided thus. First, to every school in the county \$20 per annum, if open twelve months; the remainder of the fund is then divided among the several schools on the basis of daily attendance, the same as with us.—*Waterloo Chronicle*.