

THE REVIEW is indebted to Mr. G. F. Chipman, formerly a teacher of Canning, N. S., now on the staff of the *Winnipeg Free Press*, for extracts containing late educational news of the Prairie provinces. There seems to be a strong demand there among school boards and inspectors for compulsory attendance. Nor do they stop there. If there is to be compulsory attendance of schools, there must be schools worth the attending, and ample provision for all the children. Many advocates of compulsory education forget this corollary.

### Better Salaries.

From all parts of Canada comes a strong protest against the injustice of the present meagre salaries of teachers. The *Free Press* of Winnipeg, one of the most influential papers in Canada, has recently devoted considerable space to the subject and has strongly emphasized the pressing need of more remunerative pay. At the close of the Normal school recently in that city, Principal W. A. McIntyre, after showing the insufficient salaries of teachers compared with other wage earners, said:

"I am not complaining that the salaries of beginners are not high enough. They are often too high. Some teachers are worth \$500 a year less than nothing. The pity is that we should be forced to supply them. But the complaint is that higher qualification and length of service are ignored.

"The only remedy possible is, (1) That the municipal and legislative grants shall be graded, so that service and experience shall be recognized; (2) That the local school board shall give way to the municipal school board."

Principal McIntyre brought forward several instances to show that the novice in teaching is almost as well remunerated as the teacher of experience. It is much the same in the east.

While a novice may occasionally be worth more than the one who has had a long experience, it must be that service and experience, with some teaching ability to start with, are the only true standards to gauge advancement. And to make teaching a profession that shall attract and retain the best talent it is necessary to recognize that the central fact in the school system is the teacher, and that remuneration should advance in proportion as the teacher advances.

A superintendent of schools draws attention to the fact that \$600 ten years ago had the purchasing power that \$750 has to-day. But in spite of twenty-five per cent increase in the cost of living, teachers' salaries have not increased. A teacher complained recently in the *St. John Daily Telegraph* that few

women teachers in that city get more than \$300 a year, a sum that is no way adequate to secure a respectable living. There are many—perhaps more than half—of the teachers in the Maritime Provinces who do not get that much. Is this justice? Governments, school boards and parents should think of it, and exert themselves to remedy a matter that will soon grow to be intolerable. Comfortable living salaries should be the measure of appreciation that people render to good teachers for their services. It is admitted that teachers do not work for salary alone; but it is a mean thing for people to impose on them because they teach from a sense of duty.

### A New Drawing Course.

The announcement, contained in recent numbers of the REVIEW, that the Board of Education had prescribed a New Brunswick edition of Augsburg's Drawing Course, must have been hailed with satisfaction by the teachers of the province. The absence hitherto of a graded and suitable course in drawing has been one of the greatest wants in the schools of New Brunswick. Thanks to the efforts of the Board of Education and Mr. H. H. Hagerman, of the Normal school, who has revised Augsburg's graded practice books and made them suitable to our needs, the teachers and pupils have a system of drawing which, with some enthusiasm and endeavor, should produce excellent results.

Augsburg's Drawing System is embraced in three books, and is designed for use in graded and ungraded schools. Each subject is treated topically and is arranged so as to give the widest latitude and the greatest flexibility in teaching.

Book I is a teacher's hand book, showing simple and effective methods of teaching drawing, including color work, in the first, second and third grades. An additional book on drawing with colored crayons is published with the set.

Book II is a regular text-book, containing the essentials of free hand drawing. It may be placed in the hands of the pupils of the fourth, fifth, sixth, seventh and eighth grades, and used the same as a text-book in arithmetic or other subjects. It may also be used in connection with a system of copy or blank books or drawing pads.

Book III contains short, yet complete, courses in brush drawing, wash drawing, water color drawing, pen drawing, the drawing of the human head and figure, decorative design and constructive drawing.

The practice books are designed for pupils of the earlier grades, but until some facility in drawing is acquired they may be used as far as grade eight. A set of cards, to aid in the teaching of action