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CANADA SCHOOL JOURNAL HAS RECEIVED

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The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

THE TEACHERS' SALARY QUESTION.

In a book of gossipy satire on American school "systems," by Gail Hamilton, she depicts in graphic language the chronic state of war between the ordinary school ratepayer and the teacher in the matter of salary. Of course very little of the details of this warfare reaches the public ear, but one can scarcely read in the newspapers the reports of trustee school meetings on this subject, without being impressed with this fact, that the majority of the trustees are under some invisible pressure which compels many of them to try either to reduce present salaries, or to employ what are called "cheap" teachers. Some Boards, too, even in large towns ambitious of the title and dignity of cities, systematically employ a number of third-class teachers, more or less, and even those with "extensions" and "permits," when they can be obtained, so as to avoid the necessity of giving good salaries.

It would be interesting, and doubtless curious, if not profitable, to analyze the causes which lead to such a state of things in towns and cities. In rural places such things do not excite the same wonder as in cities and towns, because and chiefly from the fact that salaries of all kinds are small in country places; and farmers generally look upon city and town salaries as ruinously extravagant. Dwellers in cities and towns, however, know full well from personal experience that the cost of living there justifies, if it does not make absolutely necessary, salaries much larger than would be required in a farming community. Why is it then that as in rural places, so in towns and villages especially, there is so frequently a chronic state of war, although not personally, between the ordinary ratepayer and the teacher on the question of salary? There are at least two reasons for this state of things, apart from the universal one of an outcry against taxation generally. The first and most general reason is that a teacher, as a person to be paid a salary, ought not to receive more than any other ordinary official or person in an inferior position—that is to

say, that all such salaries should in some way be "equalized." Gail Hamilton, in her spicy book on "Our [American] Common School System," quotes a specimen opinion on this subject which exhibits the average intelligence of such writers on the question of "equalizing wages." She says:

"If the question of salary were left to a vote of the people, the pedagogues, instead of getting more, would be obliged to be satisfied with less. To be plain, they are made of the very same material as laborers, and do not require any more to sustain life; nor are they a whit more deserving; nor should they get a cent more for their time and services. And as to female teachers, it would be hard to make most people believe that they should receive for their services and time so much more than their equally-deserving and hard-worked sisters, the tailoress and work-girls of the various work-shops and factories in our midst, who are obliged to work, and diligently too, from early morn till dewy eve, for about one-half what the school teachers get for only four or five hours."

Gail Hamilton devotes a chapter in her book to pouring vials of wrath on a writer of such ignorance—but, as she says, "ignorance votes, ignorance pays taxes, and ignorance has rights;" therefore, ignorance should be heard and answered.

The second, and probably most practical reason, why there is generally such a wrangle about teachers' salaries, is that few if any of the objectors really know what the teacher has to do—what tact, judgment, mental labour and responsibility are necessary, and are exercised by the conscientious teacher. They rarely if ever visit the school-house—have little personal knowledge of, or sympathy with, the teacher—seldom hear of him, or her, except by way of complaint on the part of idle, careless or vicious scholars, and have a vague sort of idea that the teacher has little or nothing of any importance to do, except to sit at his desk and either hear the alphabet or "twice one is two," or "John (or Tom, or Ned) is a common substantive." Whether this latter, rattled off, parrot-fashion, by the party so named, is, or is not, an insinuation touching the dignity or respectability of John, Tom or Ned, is never clearly settled in the mind of the parent, but it has nevertheless awakened in his mind some vague idea of hostility, which takes more or less definite form whenever the question of his salary comes up.

As a general rule, the wear and tear of a teacher's life, mental and physical, is never taken into account. Nor is the daily drudgery of an unvarying routine, and the depression and languor caused by a stifling atmosphere in a school-room which makes no pretensions to ventilation. These things, with others equally important, never enter into the mind of the ordinary ratepayer and objector; and hence the thoughtless injustice which is so frequently done to the comparatively defenceless, but nevertheless laborious and conscientious teacher.

INDUSTRIAL EDUCATION IN PUBLIC SCHOOLS.

Industrial training is at present chiefly carried out in our prisons and reformatories. In the Kingston Penitentiary, that