

come. In this point of view the change of 1867 left nothing to be desired.

In another point of view, however, the law relating to teachers' allowances is still open to large improvement in order to adapt it to the educational progress of the country. It puts no direct premium on Experience. So far as the Public Grants are concerned the teacher of five or ten years' experience in his profession stands on a precise equality with the beginner—provided the two are equal in scholarship. This has frequently been brought to public notice, as a grave defect in the existing Act.

But it is only by assuming that the present arrangement was designed to be a final and permanent one—which we think it never was intended to be—that we can charge it with defectiveness. It answered its day probably much better than a more elaborate scale could have done. For a pioneering age, simplicity, a rough and ready strength is the grand thing. A period when new schools were starting up in all directions, when hundreds of new teachers were required for immediate service, many of them in out-of-the-way and long neglected places—this was not the time to think of the rewards and preferences due to experience. That belongs to riper times. Scientific agriculture is an excellent thing. But until the land has been cleared and brought under the plough, there is no room for it.

The time has come, in the opinion of many, for introducing this new feature into the Scale of Grants; that the amount payable to any teacher shall be no longer determined wholly by his scholarly attainments but shall be influenced in some degree by his experience in teaching. We know that such an opinion prevails extensively among teachers themselves. At the late session of the Provincial Legislature, the subject was several times brought to the attention of the Lower House. It seems to be a desire on all hands that something should be done to secure a greater degree of permanency in the business—to raise it if possible into a calling for life for those who enter it. The present arrangement was adopted when it was necessary to call in a large number of new teachers. It is favourable to the recruit, allowing him to come in and stand side by side with the veteran,—enjoying the same honours and receiving the same rewards. What was right and necessary in 1866 will begin to tell against us in 1870. A business which may be so lightly taken up will fall a prey to adventurers. It will be made a stepping-stone to reach the other learned professions, where more exclusiveness, and greater stringency in admitting new members are the rule. The education of the country will fall into the hands of strangers. The sacred interests of the children will be committed to the charge of those whose desires and ambitions lean towards other things altogether: Medicine, Divinity, Law. Men whose hearts are not in the school-room. For no man of real talent and fitness for the work will care to remain in a business where he is liable to be underbid and pushed out at any time by a large body of new comers. A business easily begun is lightly laid aside. He will retire to some other pursuit, and leave the field to the adventurers.

With a view to provide a remedy against this evil, several clauses were added by the Committee on Education to the bill introduced into the Assembly by the Hon. Provincial Secretary, and referred to that Committee. Owing to the late stage of the session at which the bill was sent back to the house, these clauses, though on the whole very favourably received, were not passed. Some members objected to making any change in so important a part of the law, without time for mature inquiry and discussion. The subject was therefore deferred till next session. In order that teachers and all interested in our School affairs may have an opportunity to familiarise themselves with the proposed change, and to discuss it in all its bearings against the next session of the Legislature, we present below in the form of an independent bill, the substance of the clauses adopted by the Committee. We reserve the consideration of details for a future time.

BILL.

1. After October 31st, 1870, the grants to Teachers shall be in part regulated by their period of service in the Public Schools; that is to say:

2. There shall be three divisions in the First Class: the 1st division to consist of those whose period of service is upwards of

three years, (of which period at least two years must be as teachers of the First Class,) and who are certified by the Inspector to have shown superior ability and diligence in teaching, coupled with good and exemplary deportment. The list of names in this division shall be revised at the close of each term, and it shall be the duty of the Inspector before making such revision to consult freely with the Trustees and others interested in each school taught by a teacher claiming to rank in this division. The 2nd division to consist of all teachers of this class not embraced in either of the other divisions. The 3rd division to consist of those whose period of service does not exceed one year.

3. There shall be two divisions in the Second Class: the 1st division to consist of those whose period of service exceeds two years—one of which must be, in each case, as a teacher of the second (or first) class. The 2nd division to consist of all teachers of this class not embraced in the 1st division.

4. There shall be two divisions in the Third Class: the 1st division to consist of those whose period of service is upwards of a year. The 2nd division to consist of all teachers of this class not embraced in the 1st division.

5. Graduates, in course, of any chartered College or any advanced Female Seminary in the Province shall be eligible for the 1st division in each class without previous service in teaching. Also for the purposes of this Act, each session of attendance at the Provincial Normal School shall be held equivalent to a year of teaching.

6. The following scale of grants shall be substituted for the one now in operation, after the above-named date.

SCALE OF GRANTS.

MALE TEACHERS.			FEMALE TEACHERS.		
	Present Grant.			Present Grant.	
Class First, 1st Division, \$130	\$130	}	Class First, 1st Division, \$100	\$100	}
2nd " " 110			2nd " " 80		
3rd " " 100			3rd " " 70		
Class Second, 1st Division, 90	\$90	}	Class Second, 1st Division, 60	\$60	}
2nd " " 75			2nd " " 50		
Class Third, 1st Division, 60	\$60	}	Class Third, 1st Division, 45	\$45	}
2nd " " 50			2nd " " 40		

[We shall be glad to have the views of teachers in relation to any point in the above Bill.]

THE ASSESSMENT LAW.

THE question of assessing property situate in a different School Section from that in which the owner resides, has always been one of the most difficult problems in connexion with the school rates. There was a choice between two courses: To make all property liable to assessment in the section where it lay, whether the holder were a resident of the section or not; or to make every property holder liable to be rated for all property in the section of his residence, whether the property happened to lie in that section or not. At first sight it might seem that the first of these modes besides being the most just in theory, would have been the most easy and simple in practice. But those familiar with the working of our County Assessment law, and the system of rating established under it, are aware that there are very great practical difficulties in the way of the general adoption of the first mode in our local school rates. And even though as a matter of abstract theory, that mode may seem on the whole fairest, there are nevertheless some descriptions of property in reference to which it would plainly not operate so justly as the existing provision. It is true the principle of the law is said to be that the property of the country shall pay for the education of the country: and it may seem a legitimate corollary that the property of the section should pay into the schools of the section. But in the case of dyke and other marsh lands—of which large tracts are found lying in a single section, and owned in small pieces all over the county; each piece forming, so to speak, a part of the owner's farm. In such a case it is both more just and many times easier to let the owner pay the assessment where he pays for the rest of his farm—that is to say, where he resides. And the same holds true of wood lots, pasture lots, and