

moral beauty in seeing young men, though as yet they may have no free hold, taking an active interest in education. Mark such, they will be men for their country's good ere many years have fled. It is difficult to imagine a young man of real worth, willing to ignore his position as a member of a community and with the sordid motive of saving one dollar, sinking all his conception of manly dignity into selfishness. Find a Section where the young men value the privilege of a vote on educational matters, and cheerfully and promptly pay their poll-tax, and that Section has a bright and prosperous future. Education and the accompanying blessings will there thrive and bear fruit, as a luxuriant tree, in its own native soil.

Another important duty devolving upon the annual meeting is the voting of a sum of money for the ensuing year. When this question is up, the meeting should labor to have a distinct and intelligible prospective view of the year for which provisions are now to be made. Several considerations must be presented, and honestly deliberated upon, if the incoming year is to be one of progress? There is the School House, is it sufficiently ample for the Section? Is it warm? Is it ventilated? Are its surroundings such as they ought to be? It is hard for the Trustees to carry on a School in an insufficient House, and for children to love their school and be interested in its exercises unless they are warm and otherwise comfortable. The meeting should look to this part of the Trustees report, for it is to be expected that the retiring Trustees will report upon the state of the premises, and if improvements are required, recommend a generous appropriation of money. Are there Books in the School? We mean books which are the property of the Section: upon this also the Trustees should report, for in a strict construction of the School Law, a Section not supplied with books for free use is not entitled to a participation in the grant. This part of the law has not been enforced, there however should be a constant approximation to this provision. We have heard of an instance where a Teacher obtained books at the reduced price, and sold them to the pupils at a small profit for his own benefit. We hope such violations of Law are rare, but Inspectors and Trustees should unite to guard this part of the Law from such abuse. The Books which Mr. McKinlay is authorized to sell at reduced prices, are, when purchased, the property of the School Section, and the affidavit required can be appended only when so purchased. Trustees should therefore be guarded in their transactions. The supply of Books should be well understood, and the annual meeting is the proper time and place for its consideration, and when the requirements of the Section are known, the meeting will, it is hoped, make a liberal appropriation.

An important matter yet remains for deliberation. The Teachers and the Salary. These two thoughts naturally associate. A good Teacher and a low Salary, or a good man and poor pay, are expressions the compatibility of which one fails to discover. Consider the work required of the Teacher, his relations to the children's future position in life, the power placed in his hands; and at once the generous heart is prompted to act liberally. All our feelings constrain us to urge the Teachers' claim. If they are incompetent do not have them at any price, but if otherwise, and are faithful to their trust, sustain them well, for good Teachers are blessings in the community where they labor. By all means, if you are resolved upon a good School, vote a generous support.

From the above suggestions, it is apparent that the annual meetings for deliberating and deciding these important matters are such as demand the serious attention of the people. Associated with them are weighty interests, and the rate payers of the Sections should make such gatherings the subjects of previous thought,—the points for deliberation should be honestly debated and preparation for action made. If, however, from the past we contemplate the future, assurance arise that in the hundreds of meetings to be held on the 17th inst., the interest of Free Public Schools will not fail for want of vigor and decision on the part of friends.

Teacher, when tempted to speak in anger, remember this: one angry word may do what hours of patient toil can not undo.

### THE MINUTE OF COUNCIL.

IN this Province, as in most places, the "Teachers of Schools" labor in their profession under many disadvantages. They are, in comparison with the members of other professions not more honorable, or as a rule less useful, perhaps, poorly paid. They can look forward to but little promotion; there are few judgeships, no woosack, in their profession to lure them on. Their work is not blazoned in the public places, nor shouted from the housetop, nor published in the daily papers. They labor in secret. No man can put his finger on the exact results of their work; it is intangible; you can no more find out its progress than you can find the process of the sunshine in the ripened fruits, or of the rainfall in the freshened fields. In silence and secrecy their work goes on in factories where, so to speak, the raw material of mind is worked up into shape and usefulness. Their's is a thankless work, too, in a great measure. The country pays them a reasonable sum for their services, but there is small sympathy in an act of parliament, and not much soothing flattery can be forced from matter-of-fact trustees. There would be some satisfaction for a teacher in feeling that his boys' hearts went out in loyal affection to meet his paternal care. But even this satisfaction is often denied him, and day after day he is forced to labor on in many cases among pupils who are utterly thankless, and who will no more yield any kindly return of thankful attention and patient study to his constant care than the rock will yield return of flour or grain to the rain or the sunshine. Besides all these disadvantages, teachers are a class to themselves, apart and distinct from all other bodies. There is no union among themselves, they have no communication with the teachers of other provinces and countries. They are matched and marked, ticketed, certificated, confined within limits as to spheres of labor and rates of remuneration, and they move as it were to the exasperating harshness of the music of an act of parliament. They have no power to alter the condition of their lives, except by changing their professions. They have not the same resources as other professional men who find it no difficult matter to transfer themselves to other countries. They find abroad the same unpleasant restrictions, the same narrowness, the same jealousy of each other. These are disadvantages which must, and do, weigh heavily on the lives of teachers. Their desire ought to be to get rid of some of them, to render the profession more liberal, to get united with each other at home, acquainted with other bodies and other associations abroad, to make the conditions of life as easy for each other as circumstances will allow of, setting aside or smoothing over so far as is compatible with good sense and credulity all minor differences and narrow jealousies, and cultivating that *esprit de corps* which so enlivens and elevates the body that is moved by it. To this good effect the Minute of Council published in the last number of this *Journal* seems to and does tend. It is a measure that is dictated by a judicious liberality and timely kindness on the part of the Council of Instruction, and that relieves the body of teachers from the possible reproach of being narrow enough to wish to exclude from the benefits a new system those who had labored with good effect, though in an irregular manner, under the old, and to confine within the limits of the Province the privilege of teaching in our schools, shutting out from that occupation any one who had not complied with the strict letter of our law, though he had complied with a possibly stricter law elsewhere. Old systems die hard: and never die all at once; life lingers long after usefulness has departed. Acts of parliament are remorseless in a relentless hand, but no government has ever used the power given them by an act of parliament in a relentless manner, when the system it was intended to destroy or supersede had still its roots among the people. This was, and in part is, the case with the present school law. The old system of things had become insufficient for our needs, and the new one was prepared and imposed upon the Province. It was an admirable system. It has done and is doing a good work for us; a work we cannot put our hand upon, but which we begin to recognize. But under the old system of schools there have grown up from youth to age a generation of men. They were useful and are useful, and so far as their labors went, give all the return that could have been expected from the conditions under which they labored and the pay that they received. The Council of Instruc-