

make all kinds of statements to its disadvantage, in order to render it unpopular and useless."

Passing over various intermediate matters, we find at p. 29, some observations on a vitally important branch of the subject to which we pointedly alluded in our former "remarks," and to which we are again induced to draw particular attention, as still far from being duly appreciated among either the neighbouring United States, or in our own Province. We allude to the utterly neglected claims of Teachers to far higher social consideration, and a far more liberal remuneration for their valuable services, than is yet awarded them.

On this subject Dr. M. remarks as follows:—

"The last report of the Superintendent of Education for Upper Canada informs us that the average annual stipend of teachers in that section of the Province is £29 per annum, while the annual stipend of teachers in Lower Canada is £36. In the State of New York, in that of Vermont, and in the greater part of those known as the New England States, the annual stipend of teachers is also £36. In this respect, at any rate, we are not behind Upper Canada and a number of the United States. In France the teachers have each a salary of 200 francs for an elementary and 400 for a superior primary school.

"But it is objected, that as the act does not insure a fixed salary to the teachers, it follows that the school commissioners cannot procure such as are properly qualified; and it is proposed that the salary of teachers should be fixed by law as in some other countries.

"The salary of teachers is in fact fixed in France, in Prussia, and in Switzerland; but it is not so upon this continent; and, under the peculiar circumstances of Lower Canada, to fix the salary of teachers would be to legislate to the prejudice of education itself. From the want of normal schools and of many other means of educating teachers in the art of teaching,—and more especially from the small amount of time which those in actual employment have at their disposal for the purpose of supplying any defects in their education, the teachers here are far from being equal in respect of talents, requisite acquirements, or experience in their profession.

"But, in order that the salary of teachers could be fairly fixed by law, they ought to be at least nearly equal in acquirements and ability, and able to give us in fact guarantees for equally successful results from their teaching. Now, under existing circumstances, these things are morally impossible in Canada; for it is anything but certain that the qualifications of teachers will be equal, or that the same good results will attend their services. It follows, therefore, that if the salary of teachers were fixed by law at an invariable rate, the school commissioners would in many cases be obliged to give some teachers more than they deserved, and would not have the power of giving more to those whose merits were greater. The school commissioners would thus be compelled by law to pay an ill-educated teacher of inferior ability as good a salary as to one well educated and able, or to deprive the cause of education of the services of one or the other; because, in the first case, the ill-educated teacher would insist upon the salary fixed by law, as his rightful remuneration for such service as he could render,—while on the other hand the well-qualified teacher would not be willing to give his services at the same rate, more especially as in different parts of the country the necessities of life vary much and constantly; so that the proper salary for a teacher is a relative matter, depending both upon his qualifications and upon the necessities which local circumstances subject him to," &c.

Without stopping to notice the unsatisfactory application of some of the above conclusions, we pass on to p. 32,—where, while "nevertheless" urgently advocating the establishment of Normal and Model Schools, Dr. M. further observes:—

"I am also of opinion that allowing an increase of salary to the teachers of model schools, we ought at the same time to make it their business to train some of their pupils as teachers, in consideration of a certain premium to be allowed for each of them who should have gone through a satisfactory examination before one

of the boards of examiners; for I wish that all teachers, whether trained at the normal school, the model school or elsewhere, should equally undergo their examination before one or other of the said boards" of Examiners.

Not quite comprehending the drift of some of the above reasoning, we are, for the present, content to observe, that Model School arrangements must emanate from a Normal source, and that it appears to us that it would be futile to attempt to equalize or fix the salaries of Teachers farther than an equitable participation in the benefits of the general fund will allow, with the exception of assigning a reasonable minimum salary for any Teacher, (as advocated in our former remarks,) altogether independent of the number of children attending school; the latter in a great measure depending on the degree of denseness or sparseness in the population of a school section, and therefore entirely beyond the Teacher's controul; and that we are persuaded that by holding out proper and just emolumentary encouragement, after the indispensable introduction of regular Normal School Training, a sufficiently uniform and effective standard of qualification would be introduced among the great body of the Teachers, to insure to the country the most beneficial results. But in that case, as already hinted, the powers of the local Boards of Examiners must in a great degree give place to the more general superintendence of a Provincial Board of Education.

But what, let us ask, can avail either the wisest movements of a Legislature, or the most zealous efforts of individuals, if the great body of THE PEOPLE, for whose express benefit these exertions are made, either coldly stand aloof, or indifferently, or perversely—we would almost say wickedly and diabolically,—reject or oppose the almost gratuitous proffer of so inestimable a blessing as general Education! And yet, such, alas! would appear to be too much the case. Taken, however, in even the most favourable point of view, what is the amount of the generous pecuniary patronage, or rather of the miserable annual pittance doled out to the honoured instructors of our hopeful offspring, either in British America or the United States, with the noble exception of Massachusetts, (and in a less prominent degree Pennsylvania and Connecticut,) neither more nor less than a paltry average of little more than £40 currency to male teachers, and less than half of that amount to those of the female sex! Wages, which, unless board and lodging also were furnished, our commonest farm labourers would reject with disdain! In the application of this observation we, of course, refer to America alone: for, as is well known, in Europe these matters must be viewed and meted by an utterly different scale.\*

\* We of course refer to the scale of wages given in Europe to farm labourers, and village and town mechanics, as compared with other classes of the population: but a far more apposite view of what might reasonably be expected to be received by teachers in a Colony, may be formed by the Legislature and people of this Province, from the late liberal and enlightened movement of the Home Government in behalf of education in the small adjacent French Colony of the Island of Mauritius,—to which, we perceive, the Government have just dispatched several members of the scholastic profession—principally men and their wives, to establish primary schools. Before starting they received £120 to provide the necessary outfit, and on landing in the Colony, £25 to defray expenses. Their salaries then to commence at £80, and gradually to increase to £200 per annum!