

a temporary nature. The causes, when examined and understood, will be found of a permanent character, and the depreciated value of the precious metals renders imperative a re-arrangement of many of our social relations.

Almost all the cities and towns in the Province have already, through their school corporations, enquired into the condition of their teachers as respects remuneration, and the consequence, without an exception so far as our knowledge goes, has been a handsome increase to the salaries of those hard-worked, under-paid, and most important officials. From Ottawa to Goderich the work has been undertaken, the inadequate remuneration admitted, and in many cases a handsome addition has been made to the salaries of the teachers; and in others, while less has been done than the case required, the first step has been taken to remedy the mistake. All are alike ready to admit the necessity of economy in the management of our civil affairs, but the exercise of economy requires judgment, in order to bring a blessing in its train. It is no economy, but a principle unsound in every particular, by which the ablest members of this most valuable profession would be either driven out of it altogether, or remain in it in a state of chronic discontent.

The salaries at present paid in the High School are not so far below the mark as compared with similar situations elsewhere. But in our Public Schools the pay is so miserably insufficient as to reflect no credit upon the Board that continues the system. The salary of the highest male teachers is only \$600 per annum, and the second \$550, and this latter paid to a young gentleman whose attainments will procure him ere long, if he seek a change, nearly double the sum. Then the young ladies are worse paid still. Just fancy a young lady possessing a first-class certificate from the Normal School, who has laboured under the Board it may be for six or seven years, paid the wretched pittance of \$275 a year, while the same attainments, general qualification and experience would command, elsewhere, from \$400 to \$600 per annum. It is not a pleasant thing to say, but in the interest of the people—still more in the interest of the teacher—it ought to be said, the depressing influence of such palpable want of appreciation of their labours, on the part of the Board and the public, would cool the ardour of the most enthusiastic teacher, and gradually beget a feeling of indifference as to the result of their professional labours.

We feel convinced the people will sustain the action of the Board and the Committee in raising these salaries. Let London, therefore, follow the example set by most of the other cities and towns in the Province, and let the Board so pay their employees as to enable them to live, as comfortably and respectably as their social position requires. We don't wish that those to whom is entrusted the training of our children, as regards their mind, their morals, and their manners, should be called upon to do so at the sacrifice of the best part of their own lives. As it stands now, a servant girl would turn up her nose at the remuneration of the best paid teacher in our Public Schools. Is this the proper position for a teacher to occupy? Is this state of things likely to produce that self-respect, that pride in their profession, and that enthusiasm in their work—all necessary elements in the constitution of the successful teacher? The duties are onerous enough, and the labour trying enough, without the depressing influence and gnawing care of insufficient means. The latter the Board can remove altogether; the others they can materially lighten by kindness, consideration, and by showing that they possess a just sense of the importance and magnitude of the work in which the teachers are engaged.—*London Free Press.*

2. REMUNERATION OF PUBLIC SCHOOL INSPECTORS.

The following remarks of the Hon. Mr. Bateman, State Superintendent of Education, on Inadequate Remuneration of Public School Inspectors, we heartily endorse:—

"The average annual compensation of county superintendents is much less than is paid to the principal of the better class of Public Schools. It ought to be increased; it would be in the highest sense economy to increase it. The trouble is even yet that well qualified men cannot accept the office without a pecuniary sacrifice—several of our present corps of superintendents are of that class. They could at any time enter other departments of the service, and receive larger remuneration. But I am profoundly grateful to the representatives of the people for what has been done. Fair wages and strict accountability is the maxim that should control in all public affairs. No man more honestly earns his pay than a qualified and faithful county superintendent of schools. I proclaim again that county superintendency is the right arm of our school system—its strongest living element of power—the most closely identified with its future progress and development. No more disastrous blow could be aimed at the system than one directed at the life of the superintendency. Let the right man be chosen in

every county, and the thought of such an assault could not be entertained."

3. MEANS OF COMPULSORY EDUCATION.

At a late National Education Convention in the United States, the following resolutions on compulsory education were adopted:—

Resolved,—“That universal education is a public necessity, and that the State has the full right to provide for and secure it.”

Resolved,—“That to secure universal education in this country, our present system of voluntary school attendance should be supplemented by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youth now growing up in ignorance.”

4. THE TRUE REMEDY FOR COMPELSION.

The State Superintendent of Education in Pennsylvania, in a recent report, thus forcibly illustrates the true remedy for “compulsory” education. It is useless to speak of compulsion if our schools are inefficient or unattractive. The only substitute for compulsion is good, attractive and pleasant schools. The Superintendent says:—

“After having carefully considered this delicate and difficult subject, I have about reached the conclusion that we must first do what remains to be done in the way of providing good school grounds, good school-houses and good teachers for our children, and we have yet much to do in this direction; and then supplement our present voluntary system by enactments as follows:—

“1st. A judicious truant law. 2nd. A judicious law, preventing the employment of children in mines, manufactories, etc., without some provision for their education. 3rd. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a school missionary, to visit the parents of children not in school or attending irregularly, and endeavour to secure their attendance. 4th. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county in the Commonwealth, and giving the boards of directors of the several school districts power to send to these institutions such children as the safety of society might justify being disposed of in that way. These homes should be established, supported and managed by the same authorities that have the care of the alms-houses, aided, perhaps, at first, by appropriations from the State. They should provide maintenance and clothing, as well as instruction, for the children. They should train the children up to habits of industry, and whenever suitable opportunities presented themselves, they should place them in good families or where they can learn a useful trade.

“A compulsory law, even if fully enforced, cannot bring into the schools children suffering for want of food, clothing, or shelter; children who must work or steal in order to live; children who have no parents or friends to care for them; and a large proportion of those growing up in entire ignorance are of this class. The county home is just the place for them, and tens of thousands might, by its means, be plucked like ‘brands from the burning,’ and made good members of society. I have almost unbounded faith in the effect of good influences upon the character of the young. I believe most firmly that if all the ignorant, vicious boys and girls in Pennsylvania could be at once brought into properly managed homes of the kind just spoken of, nineteen out of every twenty could be made good men and good women—good members of society. If society is ever reformed, it will be done in this way. If the evils we complain of and suffer under are ever removed, or ever rooted out, it will be effected by the right education of the young.”

5. THE MORALITY OF PUBLIC EDUCATION.

In the Report of the Washington Schools we find a paper by Mr. Harris, which closes with a brief reference to the question of discipline the morality of public education, as follows:—

“The discipline of our public schools, wherein punctuality and regularity are enforced, and the pupils are continually taught to suppress mere self-will and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious habits are the highest qualities we can form in our children. A free, self-conscious, self-controlled manhood is to be produced only through universal public education at public cost; and as this is the object of our Government, it is proper for our Government to provide this means, and at the cost of the people.”