

With regard to the feeling entertained on this important subject by the first statesmen on the continent of Europe, it is only necessary to add to what is adduced by our own rev. superintendent, that both M. Cousin and M. Guizot cordially subscribe to the policy of that part of the Prussian system by which, not only is the school-master raised to a functionary of the state, and, as such, has a right to a retiring pension in his old age, but there is formed in every department (or district) a fund for the benefit of the widows and orphans of school masters, which the law rather recommends than enforces; and that the same feeling prevails throughout Germany, as well as Switzerland and Holland, and is rapidly gaining ground in Britain, but more particularly in Scotland, where a grand move has lately been made in the right quarter by the teachers themselves. We allude to the great professional Association of school-teachers in Scotland, formed in Edinburgh in the month of September last, at the auspicious organisation of which not less than between six and seven hundred teachers were present.*

Various unreasonably economical estimates have been formed of what might be regarded as a fair medium compensation to common school masters, ranging from £40 to £70 per annum; but we unhesitatingly pronounce even the latter as far too low, and regard nothing less than from £90 to £100 as sufficient, particularly when it is considered that though the school act empowers municipal councils to raise funds for the erection of *teachers' dwelling-houses*, as well as schools, no such accommodation has yet in general been furnished; whereas the poorest parochial school in Scotland must have at least one room and a kitchen attached to the school room, for the accommodation of the teacher's family. Even in that country, however, the respectable position of the teacher has long been on the wane; the income of a parochial school-master 150 years ago having been nearly on a par with the clergy; whereas the average income of the former is not now more than £55, while the minimum stipend of the latter is £150, exclusive of manse and glebe. At all events, there should be a total revisal of that clause of the school act which insists on thirty children at least attending school to entitle the teacher to a share in the government bounty; whereas,

a vacancy occurring, and by the same rule to encourage a master in the latter to look forward to promotion as a professor in the university.

* This Association is to be called *The Educational Institute of Scotland*; and its object is to raise the status of school-masters throughout the country, and to improve the standard of education; to accomplish which it divides its members into three grades, junior licentiates, senior licentiates, and fellows; and grants to each diploma, according to ascertained attainments; and in part proceeds upon the same principle which regulates the granting of degrees in a University. The present President is Dr. L. Schmitz, Rector of the High School, Edinburgh.

The organization of a somewhat similar Association in Canada would be productive of very beneficial results. If an example be wanting among our American neighbours, a better cannot be set than that of "the Western Literary Institute, and College of Professional Teachers," established some twelve or fourteen years ago, and diffused over the four Western States, of Kentucky, Ohio, Indiana, and Illinois, an interesting volume of whose proceedings now lies before us.

that being a matter over which he can have no control, there should be a minimum teachers' salary, whatever may be the population in each school section, which also should be limited to a certain extent of country; and wherever either the population may be so sparse, or the inhabitants so insensible to the blessing of education, as not to furnish even ten scholars,* a school should nevertheless be established, and the master paid the regular quota of government allowance and assessment; and whatever that joint amount may fall short of the minimum salary should be made up from the school fund. At the same time, no deduction whatever should be made from any extra emolument derived from a flourishing school; these being only to be regarded as a fair equivalent for extra labour, and being sure to act as a stimulus to laudable emulation, as well as greater personal exertion on the part of the teacher, on behalf of the general spread of education, in his respective neighbourhood.

Much more might readily be added on this very important head; but we are compelled to forbear for the present, that we may pass on to the notice of the extraordinary manner in which the Legislature, as well as the Rev. superintendent, have all but lost sight of the urgent moral propriety of encouraging, wherever practicable, the establishment of schools for female children, conducted by well qualified teachers of their own sex, altogether distinct from those for boys. This is the more remarkable considering the very great interest taken in this truly important and interesting class of schools by our American neighbours, as well as in Dr. Duncombe's report on education, a document of considerable value (whatever may be the questionable moral or political character of the writer), and with which the leading features of the present system generally coincide. That our readers may judge how far this observation is well founded, we beg to refer them to the Superintendent's Report, as well as the school act, where they will find that this highly desirable class of seminaries is almost entirely overlooked in the former, and only slightly glanced at in an appendix; and that the Legislature seem to have been equally indifferent to the subject; the only reference to it in the Upper Canada school act being in the 42d clause, making it "*lawful*" for any District Council *to authorize* the establishment of "both a male and female school in every school section," and in the 44th clause interpreting the word teacher as including both sexes; whereas a little more stress is laid upon it in the Lower Canada act, the 30th clause of which not only *expressly authorizes* school commissioners of municipalities *to establish* a girls' school in each school district, distinct from that for boys, as a separate district; but even provides that if any religious community should have already established a girls' school for elementary education, it may be placed

*The lowest number now prescribed by the Lower Canada act is fifteen. In Prussia the proportion is one teacher to every ten scholars; and it was very justly observed by Dr. Duncombe, that "if Prussia with a dense population finds that proportion needful, the sparseness of our population, in our wide spread territories, surely demands an equal supply." The fact is, it is in the thinly settled solitary backwoods that the presence of the teacher is most wanted.