

office prevent unfairness to the State, social considerations and class sympathy protect the managers, but what protection has the teacher from possible injustice, and what redress has he in case of wrong? Absolutely none. To the teacher must be accorded the right of independent appeal, before the system of inspection can be thoroughly impartial. Thirdly, *is the system economical?* To this we give an emphatic negative. It would seem that the scale of remuneration in Government offices has some direct connection with the Tables of Precedence. The salaries appear to depend not so much upon the nature and amount of work, or upon the ability with which it is performed, as upon the social rank of the official. The number of highly paid inspectors is too large, the work they do could be better and more cheaply performed by a staff of sufficiently but not extravagantly paid inspectors, selected from the body of educators. It is perfectly unnecessary to pay salaries of £600 and £800 a-year for the imperfect inspection of our elementary schools. There is, however one part of the present system which is not open to this charge of extravagance, we mean the salaries paid to Inspectors' Assistants. Commencing at salaries about one-third as large as those of successful Staffordshire puddlers, they are expected to exercise the functions and to do the work of their important and well-paid superiors. This large staff of expensive public servants has been considerably increased during the past month, and we shall regard with some curiosity the cost of inspection during the present year. We hope we have said sufficient to show that the system of inspection is neither efficient, fair, nor economical. We will add that nothing, in our opinion, would do so much to secure these qualities as the throwing open of the appointments to the Profession. The best men for the work are not now obtained, and the patronage vested in the Education Office is not so exercised as to obtain for the public the best possible returns.

We turn now from those points in which the interests of the public are identical with those of teachers, to those which are purely professional. The first is, the special right which teachers have to Inspectorships. The object and end of inspection as part of a national scheme, is to improve and advance the education of the people; but how can the work of the teacher be completely successful when they are compelled to aim at a false standard. We claim for teachers these appointments, not so much for the individual benefit of those who might be appointed, but because the chance of promotion would keep in the ranks the best men, who now seek other and more lucrative callings. We ask that teachers shall not be practically excluded from positions for which they are competent and willing to compete. And while asking this much, we demand that whoever may be appointed to the dignity of "Her Majesty's Inspector of Schools" shall be required to show positive evidence of his fitness for the post. We hope next month to carry on the consideration of this subject, and in the meantime the matter should be taken up by the various Teachers' Associations throughout the country.—*Papers for the Schoolmaster.*

The Payment of Teachers.

In the discussion of the subject of education there is one important matter which is often lost sight of—the proper remuneration of the teacher. Until within the last few years the salaries of those to whom were entrusted the formation and instruction of the youthful mind were most glaringly inadequate. It was taken for granted that a yearly income which would be scornfully rejected by an ordinary mechanic or a junior clerk or salesman was quite sufficient for the teacher of a school. The "five pounds and board" which Mr. Wackford Squeers munificently offered to the assistant master of Dotheboys Hall was hardly an exaggeration of the usual pecuniary reward of those who gave the fruits of their knowledge and energy to the "rising generation." The result was, in many cases, just what might have been expected. There were very few teachers who were

fitted by education and training for the duties of their profession.

In this latter respect (of fitness) a considerable change for the better has taken place since the establishment of normal schools, where persons of both sexes, before entering on their scholastic duties, are obliged to undergo a strict course of preparation. The teachers of to day form a very different class from the teachers of thirty years ago. But we have good reason to believe that their position, if judged as positions generally are, by the standard of wealth, has by no means kept pace with their advanced qualifications. With few exceptions, the remuneration of teachers is by no means in just proportion to the benefits which they confer on the community,—to the actual work, physical and mental, which they accomplish. In this Province of Quebec, we regret to have to say, this is especially the case. In some districts of it school-teachers are miserably paid, in very few do they receive salaries proportionate to their services. In some municipalities it is the constant aim of the commissioners to offer their schools to the lowest bidders, and to engage those who, whether qualified or unqualified, are willing to take upon them the responsibility of conducting a school at their low price. The result is most injurious to the children who are the victims of this parsimony, and altogether degrading to the profession of the teacher.

By many who do not consider themselves ignorant, the work of teaching is looked upon as one of the easiest in the whole circle of employments. And, perhaps, only those who have earnestly devoted themselves to it can form a just estimate of the laboriousness, the wear and tear of mind and body which are its inevitable accompaniment. If there is any worker in the many divisions of labour who earns his bread by the sweat of his brow, any worker who ought to be paid better than another, it is the conscientious teacher. Nor is there any department of work—we do not even except that of the clergyman—which demands a higher culture, a more thorough knowledge of the human soul, or sounder and purer moral and religious principles. Indeed, it is surprising how little parents generally think of the importance of the trust. They too often regard the school-room merely as a place of merchandize, where they purchase so much information for their children. It is far more than this. It is in the school-room, to a great extent, that the child lays the foundation of his future character and destiny. It is, then, of very great importance that the standard of the teacher should be a high one. The instructors of youth in the present are the architects of the coming age. But this standard cannot be high, if the position of the teacher is kept low,—if his value be not recognized. And the way to do this is to allow only those to teach who are by education, morals, manners and power of imparting knowledge and of training the mind and heart, fit persons to be entrusted with the responsibilities, and to pay such teachers according to the services they render.—*Montreal Gazette.*

Notes on Climate.

I. *Meaning of Term.*—From the Greek, *Klima*, a shape; a zone or region of the earth. The ancients drew imaginary circles round the earth, parallel to the equator, in such a way that the longest day in each circle was half-an-hour longer than in the one succeeding. Thus, there were twenty-four climates from the equator to the poles. The word now means the general character of the weather in any country, as regards:—

- (1.) The degree of heat and cold at different seasons.
- (2.) The humidity of the atmosphere.
- (3.) The direction and force of the prevalent winds.
- (4.) The varieties of electrical condition.

II.—CAUSES WHICH AFFECT CLIMATES.

(1.) *Latitude.*—The amount of heat derived from the sun depends upon the angle at which its rays strike the earth. Where it shines vertically, the greatest amount of heat is received; and