

as it did while we were there. No comments are necessary. We commend to every parent the picture we have drawn, and suggest that he or she ought to know by personal inspection that it does not portray the school in his neighborhood.—*N. Y. Tribune.*

3. BETTER TEACHERS WANTED.

We have received a protest from a person interested in school teaching, against the low standard of intellectual ability generally required by the boards of examiners. He says the calculation of anyone preparing for the service is how to pass the examination with the least knowledge. This calculation is, he makes out, the only effort of mind to which he needs to put himself in other matters, sticking slavishly to text books and mechanical processes, and receiving with mystified awe or stolid unconcern any suggestions implying the independent use of his own mind. It is, perhaps, to be acknowledged that a country can only rise by degrees out of a condition of ignorance into one of general education, as even school examiners may be hard to find who possess at once a thorough grasp of their subject, and sufficient skill and determination to enforce their ideal upon others. The evil complained of is one which doubtless exists to a large extent, although looked at from the outside it would seem that teachers as a class are very anxious to improve their methods and themselves. Concerning it, we may either say that the salaries paid are far too low to admit of persons of real ability becoming teachers in our common schools, or we may say that the lowness of the standard, flooding the profession with poor teachers, keeps down the salaries to a starvation point. Amendment may commence at both ends. If the examiners will limit the number of teachers allowed to pass to those really able, the price to be paid will necessarily rise and temptation will be offered to a higher class of teachers. On the other hand, the school trustees should do all they can to make the position of their teachers remunerative, in the full assurance that this course will give them their choice of teachers, and that those who pay best always get more value for their money than those who pay stingingly.—*Montreal Witness.*

4. HOW WE TREAT SCHOOL TEACHERS.

The Ontario papers are at present crowded with accounts of school examinations and school reports, from which it is evident that the interest in educational matters is on the increase; yet in the salaries paid to teachers there appears to be room for considerable improvement. In the annual report of the public schools of the East Division of Lambton, for the year 1873, it is stated that \$21,004.08 was raised in five townships for salaries of teachers, of whom 72 were employed during that year, being an average salary to each teacher of \$291.72. Of these teachers 14 had attended the Normal School, and three held first-class Provincial certificates, and thirteen held second-class Provincial certificates; the others had third-class under the new regulations, and old county certificates. The highest salary paid to male teachers is \$450, and the lowest paid to male teachers is \$240, and the average \$355; in 1871 the average salary of male teachers was \$300. The report adds, "There is a slight falling off in the attendance at school, and greater irregularity has prevailed than in 1872." This latter statement is not to be wondered at, when the highest salary paid by five wealthy townships to male teachers holding first-class Provincial certificates is only \$450 per annum, and some gentlemen have to perform the duties of "country schoolmaster" for the modest sum of \$240 a year. Surely the honour of training young Canada must have considerable weight with these gentlemen. Notwithstanding the moderate salary paid, the teachers seem anxious to improve their general qualifications; as those just referred to, and, doubtless, in this they are samples of others, have organized themselves into associations for mutual improvement, and through the liberality of the Municipal Councils of Plympton and Bosanquet, together with their own contributions, they now possess two valuable libraries, worth nearly \$400.—*Montreal Witness.*

5. COMPULSORY EDUCATION IN NEW YORK.

The State of New York is about to try a new and very important experiment—new, at least, so far as her own experience is concerned—and one in which we feel a very deep interest. We allude to the law passed at the last session of the Legislature, and which will go into effect on the first of January next, known as the law for Compulsory Education. The law requires every person having the control or charge of any child between the ages of eight and fourteen years, to see that such child has fourteen weeks schooling each year, eight weeks of which must be consecutive. The penalty

for not doing this is one dollar for the first offence and five dollars for each week of neglect afterward, up to thirteen weeks in any one year; making a total of penalties per year in each case, \$66. The money thus collected is to be added to the school fund of the school district in which the offences occurred. If a child does not attend school as the law describes, he is to be deemed an habitual truant, taken charge of by the school authorities, and sent to a truant school. It is also provided that no person or company is allowed to employ any child between the ages of eight and fourteen years in any business whatever during the school day in the public school in the city or district where such child is, unless such child has had in the year immediately preceding such employment fourteen weeks schooling; and at the time of employing such child the employer must receive from the child a certificate of the teacher or school trustee certifying to such schooling. The duty of enforcing this law is imposed upon the trustees of school districts and public schools, and presidents of union schools for their respective school districts; or, in case there are no such officers, upon such officers as the Board of Education of the city or town may designate. The Revised Statutes make the neglect of this duty a misdemeanor, punishable by a fine of not more than \$250 for each offence.

The Board of Education in each city, and a Board to be composed of all the school trustees of the public schools in each town, are made an educational legislative body for their respective cities and towns, with the power to make all needful provisions and regulations to clear the streets during school hours of the public schools, of all children between the ages of eight and fourteen years. It is made the duty of the police of the cities, and of the constables of the towns, to assist in the enforcement of this code.

In the months of February and September in each year, the trustee or school officer is required to visit every establishment in his district where children are employed, and see that all between the ages of eight and fourteen have within the fifty-two weeks immediately preceding the visit, received at least, fourteen weeks' schooling.

Upon the general question of compulsory education, a superintendent of schools, eminent as authority, concisely states the ground on which it rests, as follows:

First. Compulsory education protects the nineteen out of twenty who are educating their children, against the one who, cruelly against his children and injuriously against the community, is counteracting what the other nineteen are doing.

Second. It involves the protection of innocence against wrong, for, starving the mind is worse than inflicting injury on the body.

Third. If it is right to tax the property of all for the education of all, it is equally right to see that all are educated.

Fourth. If it is the right of every child to receive food for the body, he has a higher right to nourishment to mature his higher powers of manhood.

—THE obligatory use of the German language in the elementary schools in Alsace and Lorraine has now been partially extended to private schools for girls. Scholars under fourteen are to use German exclusively in studying religion, history, and geography, while in districts with a French-speaking population, German is to be used for five hours a week for girls under ten, nine hours for those under fourteen, and eleven hours for older girls.

II. Papers on Practical Education.

1. TEACH YOUR CHILDREN HORTICULTURE.

No wiser words were ever spoken than those of an Occidental prince who counselled fathers to teach their children to love gardens and flowers; and if children are refused this pleasant enjoyment, they will often seek those whose influence is neither elevating nor ennobling. The cost of seeds is but trifling, and when a child desires them—pleads perhaps for the purchase of but one plant—its wish should never be denied. "It only costs so little, do let me have it," says the child, its heart beating with delight at the hope of possessing the beautiful flower. "No; I can't spare the money, Willie," replies the father, as he walks away to his business puffing a ten cent cigar between his teeth. Little thought he of the wound he had caused in that child's heart—one that never was healed.

Years rolled on, and the father wondered that his son took so little interest in home affairs, cared so little to do his share of work, was so restless and unsatisfied with what was done for him. Hundreds of cigars have been smoked to ashes, and not a thought of their cost had troubled the father, but he had refused to purchase the one greatly desired plant for the child, the care of which might have resulted in the building up of a fine character—a love for the beautiful—and given him an impulse in the right direction, which