

JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

BOOK NOTICES, &c.—We have received the June number of Scribner's Monthly. It affords us much pleasure to commend this justly popular periodical to the public. All the numbers that have reached us are both instructive and entertaining.

The Canadian Illustrated News is also received. The increased circulation of this paper and its favorable reception are sufficiently indicative of its merits.

The Rhode Island School Master, published in Providence, R. I., the University Monthly, the Educational Monthly, the School Master, the New York Teacher, Good Health, Home and Hearth, published in New York; also, the Journal of Education for Ontario and Quebec, and the Journal of American Education, published in St. Louis, are received. These works are valuable contributions to the cause of Education, and, if possible, should be in the hands of all who are in any way engaged in Educational work. Especially are they commended to Trustees and Teachers.

TEACHERS' PAY.

A striking "sign of the times," just now, is the rise in the value of labor of all kinds. It is needless for us here to enquire into the remote causes. The more immediate causes are sufficiently obvious to all. The increased business activity of the country, owing to the progressive development of its industrial resources—resources of tempting richness, and, in so comparatively new a country, as yet but scarcely opened up—and owing to the stimulus induced by more settled business relations consequent upon the close of a long and devastating war in our immediate neighborhood, has led to an almost unprecedented demand for labor. This increased demand, together with the rise in the prices of all the necessaries of life, has, as an almost inevitable necessity, led to an increase in the value of labor, and in its price as the measure of that value. As an indication and a consequence of the rapidity of that rise, we have, for the last year or two, heard, on every hand, of *strikes* for increased wages on the part of those who live by manual labor.

We thus find, in all the occupations of those who are specially, but not with the strictest propriety, called "the laboring classes," a very material rise in the rate of remuneration given for work done. It is an inconsistency of the time that we find no corresponding increase in the remuneration afforded to intellectual labor. Whilst the man who works with his hands and with but little mental effort, has had his pay, in all cases largely increased, oftentimes doubled, and in some instances even tripled in amount, the man whose toil is of the brain, finds his condition pecuniarily in no way improved. Indeed he is considerably worse off than he was years ago; for whilst, in almost every case, the wages of his labor, by whatever term they are designated, have been without advance, the prices of nearly all the necessaries of life have all most alarmingly increased. To members of the learned professions, to salaried public officials, and to those generally who live by intellectual pursuits, these facts have become matter for serious and even painful consideration. Among those who are thus affected we must class School Teachers.

The claims of Teachers have not, as a general rule, materially changed since the present School system came into operation. Consequently we find that there are loud complaints, especially among our first class Teachers. They, as is alleged, are not paid so liberally as others. This is certainly true. We admit the statement more especially with reference to those who are *really* first class Teachers, and not merely nominally graded as such. The problem is: how is the evil implied in the truth of this statement to be remedied?

A glance at our Educational Reports will convince any one that the Government grant to Teachers is on a most liberal scale. This point is conclusively settled when we say, as we can with truth, that the Educational allowance consumes almost a

third of the whole Provincial Revenue. Of few countries can so creditable a statement be made. This being the fact, the Provincial Government cannot be reasonably expected to do more. Besides the Government, or Provincial, grant, there are two other sources of support for our Common Schools, these are, the County grant, which, we think, might be enlarged, and the sum levied upon each individual Section. This last is entirely in the hands and under the control of the people of the Section: and it is from this source mainly, if not solely, that we must expect to derive such additional means as will secure to the *good* Teacher a just and fair remuneration for his services, where he does not already enjoy it. A *poor* Teacher is overpaid at any price. It is to the people themselves, then, directly, that our appeals must be made in order to secure justice to the Teachers—and, in so doing, to secure justice to themselves and to their children.

Where a work is to be performed in any department of active life, it is important to obtain, for that purpose, the services of experienced men; even the highest order of natural talent and the best of theoretical attainments can never wholly supply the place of experience; and experience, it must be remembered, is not purchasable on demand, nor does it come in a day: and this experience is especially an element of value in a Teacher. In the teaching profession, as of course in others, there are good and faithful men who by their position and character give a tone to the whole profession: take such men away and the loss is everywhere felt. Unfortunately many of those taken away and tempted into other occupations, are men who stamp a character and a worth on our schools; for, after all, it is the Teacher, not the law that makes the school, and gives a tone and an elevation to the whole scheme of instruction. To such men, at the present day, there are inducements presented, that rarely fail to effect a change of purpose, especially when increased salary is made sure. Counting-house clerkships and business agencies of various kinds offer many attractions to teachers able to fill such positions. And thus in fact our best men are being constantly drawn away, and an evil inflicted on the Public Schools.

We think that the people of Nova Scotia should take this matter into careful consideration. Some parts of the Province are doing nobly, and the example is admirable; but we are afraid we must say that they are not the rule. By the School Report of the last year we find that the average payment of the 1612 teachers of Nova Scotia is \$201.52, while the expense of school tuition from all sources is but \$1.37 annually for each pupil. It is obvious from these figures that little is done for Teachers as compared with other men, their equals in ability.

It must be assumed as incontrovertible, that if we would retain our best men, and induce them to remain as Teachers, and make teaching a life work, we must give them a more liberal support. *Sections should look to this matter.* We repeat, that good teachers are always the cheapest.

THE FINE ARTS IN THEIR INFLUENCE UPON SOCIAL HAPPINESS.

BY NEVILLE SAUNDERS.

Apparently there is no direct connection between a fine picture or an cultivated voice, or the artistic display of a theatre. Yet all these tend to render mankind more social, more refined, and more prosperous. What could better tend to fix on the mind of youth a true spirit of devotion than the cloud and garben tablets of