

Education in South Africa.

During the summer of 1900, Mr. E. B. Sargent, acting under instructions from the educational department of the home government, visited centres of the several provinces of Eastern Canada, with a view of studying their educational systems, and applying some of their best features to South African schools, disorganized by the war. The schools of New Brunswick appear to have pleased Mr. Sargent best, and in March last he opened a correspondence with Supt. Dr. Inch, with a view to securing the services of some of the teachers of the province, to reorganize the schools of Pretoria, Johannesburg, and other districts. The names of Dr. H. S. Bridges, Prin. Mullin, Miss Clara Bridges, and Miss Nicholson, were mentioned, and applications were invited from teachers who possessed the necessary qualifications, and who were willing to go. Although a number of applications have been made, and considerable correspondence has taken place, no results have as yet followed.

As a matter of interest to our readers we publish the following circular to applicants, which sets forth some of the conditions of life, salaries of teachers, etc., in South Africa :

(1) The cost of living in South Africa, especially at a distance from the coast, is higher than in most other parts of the British dominions. The charges at a good boarding-house are from £8 to £20 a month in most towns, and in Bloemfontein, Pretoria and Johannesburg may rise still higher. The charges at hotels are from 12 shillings 6d. to 15 shillings a day. Many necessities of life, and nearly all luxuries, are proportionally dear.

(2) The climate in the Transvaal and the Orange River Colony is of the "continental" type. The summers are hot and the winters cold, the rains generally falling during the former season. It is, therefore, necessary to be provided with both heavy and light clothing.

(3) Teachers will be, for some time at any rate, directly under the education department, and not responsible to any local committees. This relation, however, may be altered in the future, except in the case of those occupying the higher positions.

(4) The engagement with every teacher from outside the limits of the colonies is made for three years. Should that engagement be terminated on the part of the teacher before the expiration of the period named, the passage money to the Colony is forfeited and the return fare is not paid by government. But if the engagement is fulfilled, government pays the passage money in both directions.

(5) The salaries paid to assistants in elementary schools are from £100 to £200 a year. To head teachers of elementary schools, and to the assistants in higher schools, from £200 to £400 a year; and to heads of higher schools and inspectors, from £400 to £600. There are a few posts carrying larger salaries, but these may for practical purposes be disregarded. For the sake of comparison, the salaries paid by the leading banks to their junior clerks are here stated: If sent for service

up country, they begin at salaries of £250 a year, and are provided with quarters when this is possible; otherwise no allowance is made for lodging.

(6) The medium of instruction in schools is English, but it is expected that all teachers (except those in Johannesburg) will learn to speak the "taal," or colloquial Dutch of South Africa. Bible instruction is given to Cape Dutch children in Dutch, but, as there will always be plenty of junior assistants able to speak Dutch, no such accurate knowledge of the language as is required for this purpose is necessary on the part of those who come from the United Kingdom or other Colonies.

(7) It is expected that all teachers who do not belong to the higher rank will endeavor to raise their scholastic and professional qualifications, and the department will endeavor to offer them the opportunity of attendance at courses at one or other of the normal colleges for this purpose.

(8) It is considered of the utmost importance that teachers should not be of advanced years.

The Bible in Schools.

The Rev. Chas. F. Thwing, President of Western Reserve University, wrote thus in a recent number of the *Century* :

"The Bible societies may print the book by hundreds of thousands, but the people do not read it, or if they do read it they are not impressed by it. Its history, whether received as veracious or as fabulous, is not known. Its heroes are less familiar than Jack the Giant-killer or Jack the House-builder. Its poetry is not appreciated. The majesty and the magnificence of its style, its deftness of phrase and sweetness of allusion, its perfection of literary form, as well as the profound significance of its ethical and religious teachings, are ceasing to be a part of the priceless possession of the community. Explain the condition as best we may, point out the results as one ought, yet the first emotion is one of grief over this impoverishment of humanity."

When will the different religious denominations learn to cast aside their narrowness and suspicion regarding the broader aspects of Bible teaching, and take common ground as to its general spiritual truths, its history, its allegory and its poetic literature?

Last month the EDUCATIONAL REVIEW, of Saint John, New Brunswick, began its fifteenth volume. In our opinion it has fairly lived up to its aim of representing the educational progress of the eastern portion of Canada. To the earnest and industrious teacher it must be a source of inspiration and support; but the lazy and incompetent school-keeper need not seek in its columns ready made lessons and "helps." The teacher worthy of the name knows that an educational journal of that class is a deception. The bright, active, patriotic and self-respecting teacher will find the EDUCATIONAL REVIEW strong and sensible in representing the true spirit of education—the suppression of error, the eradication of evil, the inculcation of truth and righteousness, a wider outlook, and a genuine spirit of helpfulness. And nearly every article in it is written specially for the REVIEW.—*Orillia (Ont) Packet*.