

"Under the new Act, additional provision is made which will more than double the fund for the assistance of disabled or worn-out teachers of public schools. Among the clergy of different religious persuasions, funds are established by required subscriptions for their relief or partial support in old age. In the Wesleyan body, for example, every one of the (now six hundred) ministers is required to pay five dollars per annum towards the support of superannuated ministers and their widows—a regulation which has been in force more than a quarter of a century. In the Civil Service in England, from two to five per cent. is deducted from the annual salary of each officer or clerk in the employment of Government towards the support of such officers and clerks in old age. The same principle is embodied in the School Act by requiring each licensed male public teacher to pay four dollars per annum into a fund for the support of superannuated teachers. In case a teacher dies, the whole amount of his subscription, with interest at the rate of seven per cent., is paid back to his widow or legal representative. If a teacher becomes superannuated, he receives a pension in proportion to the amount of the fund, according to the number of years he has taught; if he leaves the profession, he is entitled to receive back one-half of the sum which he has paid in towards the support of the worn-out members of it, which is even more than a Wesleyan minister could obtain who should abandon his work. The objectors to such an arrangement are those teachers who do not intend to make teaching the profession of their life, but who make teaching, for the time being, a stepping-stone to some other pursuit or profession. They wish to avail themselves of its license to make what money they can out of it, without paying anything in return, even in behalf of those who spend their vigour of life in the work. The subscriptions to this fund are paid through the County Inspectors and Chief Superintendent, and are deposited forthwith in the bank to the credit of the Treasurer of the Province, as are all the fees of the Model Schools, and the moneys received at the apparatus and library and prize book depositories, and paid out by the Provincial Treasurer to the parties entitled to receive them, on the certificate of the Chief Superintendent."

DEPARTMENTAL ALLOWANCE TO INSPECTORS.

The Note to Regulation 25 of the Duties of Inspectors, has been modified as follows:—

NOTE.—Each Public or Separate School House in use for a school in a legally established (or duly recognized) school section or division, within the jurisdiction of the Inspector, shall be counted as one school (whether such school be in actual operation or temporarily closed for not longer than six months); and each department of a school, with a register of its own, and taught in separate rooms, or a flat of a building, so as to involve the additional oversight and examination of an ordinary school on the part of an Inspector at his official visits, shall also be counted as one school; but a school with one or more departments, when closed, shall only be regarded as one school for the time limited above, beyond which time no school which is closed shall be counted.

I. Papers on School Teachers.

1. REMUNERATION OF SCHOOL TEACHERS.

A nation's weal depends upon the mothers and school teachers. This is an acknowledged fact in the matter of mothers, but is not so fully recognized in relation to teachers. The influence of those who have charge of the young, and the responsibility of such, cannot be over estimated nor too highly appreciated. Who can tell how much the nation's honour and glory now, and in the coming time, may have been enhanced by the influence shed by such men as the late Dr. Arnold, and the present Bishop of Exeter over boyish minds at Rugby? All that those boys, now in their collegiate or life's course, hold noble, pure, manly and Christian was implanted in their school days, and will remain with them and their children from generation to generation, to preserve the high and honorable name of the British Empire. Let good men have the training of our children and we need not be very careful of those who may exercise influence over them in their maturer years. It will be seen at once, then, that the calling of a teacher is a very high and responsible one; and a people who value their national status will estimate it as such, and will be very careful in their selection of men and women for that office; and, when selected, will pay them the respect due to them; and should, moreover, make them such pecuniary recompense for their labours as should enable them to maintain a position in accordance with their high vocation, and such as should enable them to pursue their onerous duties without one monetary anxiety. Many persons, in considering the position of teachers and

the reward due to them for their services, too often forget another important thing, and that is, the long, expensive and arduous course of training they have to undergo. It is not sufficient that teachers should be well educated in the subjects which they have to teach, but their knowledge and study must extend over a far wider and higher field. Before any subject can become one to form part of youthful education, it must be recognised by all the world as true. Truth, in this sense, must be reflected from the world to the schools, and not from the schools to the world. The teacher's thought, therefore, has to range over the wide world of knowledge, and his eye must watch every step in the progress of civilization.

Seeing how great the responsibility attached to this office is, and how manifold and elevated must be its culture, it would seem to follow, as a matter of common sense, that the remuneration accorded to it should be most liberal. But what is the fact? Let any one examine the newspaper advertisements, and he will see school authorities seeking teachers, and offering the munificent salaries of \$300, \$400 and \$500 per annum, and in some very rare cases as much as \$700. This is not right. We put a man with a responsibility second to none, and an education far above the requirements of ordinary occupations, on a level with second-rate clerks, with day labourers, with young men who are just commencing their career, and who would no more think of being contented with such salaries as a permanency than they would of flying in the air. How can an educated man unite himself to one who can be a true helpmeet to him and a support to him in his great mission, on such salaries as prevail in this country? It may be said that some schools are so small that more cannot be paid. This objection will not hold in the least; because, in the first place, small schools should never be made the standard of payment; and, in the second, the consideration should not be what the number of pupils may be but the great importance of the work. A few pupils may be under instruction at one time, but the master or mistress of even the smallest school will have a vast number of pupils under training in the course of twenty years or more. Let it be remembered, then, that all these are going forth into the world for good or evil, and if we desire it should be for good we must take care that those entrusted with their training are qualified to inspire them with nobleness of purpose. To attain this end we must increase our teachers' salaries to something far beyond what they are at present.—*Toronto Telegraph*.

2. CHEAP TEACHERS.

The notions entertained by some rural school trustees with regard to the fitness of teachers may be gathered from the general tone of their advertisements for the fulfilment of a vacancy. The whole burden of their quest consists of an invitation to the pedagogic community to state the salary which would satisfy them. When a certain number of replies have been received, no doubt, they make a bargain with the presenter of the lowest tender. Cheapness, not moral or intellectual fitness, is what they want in the person to whom they entrust the education of their children. And yet, if their children do not succeed in acquiring a certain respectable amount of scholarship from the starveling who accepts their pittance, they complain loudly of the whole scholastic system, and send the "lowest tender" man untenderly adrift. So teacher succeeds teacher, till the "rising generation" has risen to take the place of its predecessors, and to pursue, in turn, the ancestral system. Is it any wonder that good teachers are badly paid, and that very often the best of the profession give it up in disgust. The only remedy would be to have a legal minimum for the salaries of all teachers, which should be a *sine qua non*, in every municipality, to the possession of school privileges.—*Gazette*.

3. CONGRESS OF SCHOOL-TEACHERS.

A Congress of school-masters and school mistresses, consisting of about 2,000 persons, has recently been in session at Linz, in Upper Austria. The Governor of the Province opened the Congress with an Address, in which he said that the Austro-Hungarian Government continued to be animated by a progressive spirit in educational matters, and that it would never permit any retrogression. This declaration produced a very depressing effect on the few members who belong to the clerical party. The following resolutions were adopted: 1. The teaching of religion according to creed is opposed to the fundamental principle of popular education. 2. Religious teaching should develop as simply and spiritually as possible the knowledge of the original source of existence by means of science and history. 3. The teaching of morality should proceed by example as well as by precept. 4. It being admitted that the teaching of religion and morality is irrespective of creed, the necessity for an ecclesiastical teacher of religion in national schools disappears. The other speeches and resolutions were equally liberal in tone, and the Congress is regarded as an event of no small importance.