

	Receiving less than \$100.	From \$100 to \$200.	From \$200 to \$400.	\$400 and over.
Male Teachers.....	115	374	480	219
Female do .....	1722	5244	345	50

If you will have the goodness to consider, on the one hand, what is disclosed by the above figures, and, on the other, the character of the work and the importance of the functions of teachers, remunerated on such a scale, you cannot refrain from avowing that the country is to blame for the past and bound to remedy the evil in the future. Alas! what a discreditable sight to see those from whom our children derive their daily mental food remunerated no better than day labourers! Of what service is it to devote one's youth and money to preparation for the exercise of the profession, if the work of teaching, wholly performed in the people's interest, is so little appreciated as to scarcely secure a livelihood? And on what grounds should the people exact such work for such slender remuneration? There is an adage, "Pay your servants well and you will be well served". Why should this not apply to the case of teachers? Is it not evident that the best of them, if their remuneration be inadequate, will hasten to try their fortune in some other occupation? Or, if they remain teachers, it will be because they are forced by circumstances, and they will soon be disgusted with the calling; their duties being rendered uncongenial, they will be badly performed—or at least more or less inefficiently. Allow them, on the other hand, suitable remuneration, all those who have brought into the vocation special aptitude will love it more and more. You will then see by the progress of your children that they are contented with their lot.

It would therefore be peculiarly your interest to augment the stipends of your teachers, even if sentiments of honour and justice did not impel you to regard that as an imperative duty. You may take notice that public opinion is awakened on this subject—it is shocked, as you may have inferred from the utterances in the Legislature last session; one may foresee the day when the Legislature will fix the minimum of salary to be paid to teachers. If you desire to avoid the passing of a coercive law to that end, you must hasten to augment the School rates—to tax yourselves a little more. I express myself in all frankness, and fearlessly give expression to the word *tax*, so lamentably made use of by evil minded men as a cry. The School taxes, in reality, constitute a capital whereof the interest is represented by the educational advantages acquired by your children. Money cannot be more usefully invested, and the tax itself is, otherwise, a light one, in comparison with the expenditure which people incur for luxury and frivolity. What farmer would find himself poorer at the end of each year by depriving himself of some superfluity and devoting its cost to raising the standard of the Schools?

I beg you will consider all this, so as to realize your own interest, and not hesitate to increase your teachers' remuneration.

THE TEACHING OF AGRICULTURE.

Gentlemen, I request you will particularly notice the following extract from my report for the present year. "In our country extensively inhabited by cultivators of the soil, it is useful, it is necessary, that the principles of agriculture should be taught in all our schools. There was a time when the soil of Canada,

"still fresh, yielded returns of all kinds of grain without the necessity of sustaining its fertility by means of manures and certain processes of cultivation; but our lands could not always resist the exhaustive regimen to which they have been subjected, and in several parts there are now complaints that agriculture does not pay. It becomes, therefore, a matter of urgent importance to pursue measures for restoring to the soil its primitive fertility. These measures are known, and within every one's reach. Agriculture is an art whose secrets have been long disclosed; all that is now needed is that its principles be commonly taught; to this end the Schools offer the most expeditious path. Teach its principles to the farmer's children and the practice of Agriculture ceases to be a matter of blind routine. Impressed with this idea, I enjoined, in the year 1874, the introduction of this branch in all the Provincial Schools..... I trust that, before long, the importance of imparting agricultural instruction will be recognized, and that it will be understood to be of such vital importance, in connection with the dearest interests of our country, that, perhaps, this may become a principal condition with respect to the allotment of the annual grants to Schools."

It is fortunate that we possess manuals or elementary text-books on this subject, but I am aware that some may object to these on the allegation that they contain nothing that is not known to all practical agriculturists, or which they cannot themselves teach to their own children. But there is exaggeration in saying all agriculturists, for unhappily a large number of these are ignorant of the valuable contents of these manuals. But let us suppose the case that one does not find in them a single thing for them to learn. Then notice what I would suggest. This objection is raised by persons who are either ignorant or educated. To the latter I would reply, you know the difference between what is done by mere routine and that which is accomplished intelligently—between mere habit and principle; and although all farmers might instruct their children in farming by their example, the latter would still profit more certainly by having a knowledge of the principles involved; for one practises much better that which one derives from one's own knowledge and experience than that which is the result of mere routine. As to the others, that is to say the ignorant, I trust I may be permitted to remark that they are not competent judges in the case, and that they ought to shew the good sense of confiding in those who know better. I am determined, gentlemen, to adopt all possible means of causing agriculture to be taught in Schools. If in working for that end in behalf of Agricultural class I have not the support of its concurrence, I will endeavour to further its interests in spite of itself.

DRAWING.

Sect. 32 of Victor. 40, chap. 22, prescribes the teaching of Drawing in all the schools of the Province, and Sect. 33, places this branch under the control of the Council of Arts and Manufactures, with power "to determine upon the method and text books to be used" and to make "rules and regulations" to be submitted to the Council of Public Instruction. Already the Council of Arts and Manufactures, under the provisions of this Act, have sanctioned the "Teachers' Manual for FREEHAND DRAWING in primary schools by Walter Smith with accompanying drawing-cards for the use of pupils." It becomes therefore your duty to prepare immediately for the teaching of Drawing in your schools. You must be aware that