

per cent., followed by Italy with 48 per cent., France and Belgium having about 15 per cent. The illiterates in Hungary number 43 per cent., in Austria 39, and in Ireland 21. In England we find 13 per cent., Holland 10 per cent., United States (white population) 8 per cent., and Scotland 7 per cent. unable to read and write. When we come to the purely Teutonic States we find a marked reduction in the percentage of illiterates. The highest is in Switzerland, 2.5; in the whole German Empire it is 1 per cent.; in Sweden, Denmark, Bavaria, Baden, and Wurtemberg there is practically no one who cannot read and write.

HOW TEACHERS ARE HANDICAPPED.—“America holds the future,” declared Matthew Arnold. May we not with equal truthfulness declare that the teachers hold America? But alas, it is also tragically true that the boards of education hold the teachers and, in most cases, with such a paralyzing grip that in some schools the Partingtonian expression, “a corpse of teachers,” is too true to be quarrelled with. . . . The senseless cramping and hampering of teachers results naturally in the machine teaching where the revolution of each mental wheel must be duly counted and correctly recorded in

elaborate and expensive day-books and ledgers suitably prepared for these important mathematical entries; in the deplorable cramming which has been not inaptly described as pumping on a kettle with the lid on; in the discipline which requires of little, living, growing children the same order and quiet as is displayed by the rows of tombstones in a graveyard; in the promotions and graduations which are determined by measurements of bodies and brains like those of a clerk at a dry-goods counter; in exhibitions in which the teacher's judgment and conscience is at perpetual strife with official requirements. In the city of London every teacher has about one hundred and seventy books and returns to keep, so that the average amount of clerical work required from a teacher is a great deal more than is done by any clerk in the War Department. And all this labour is in addition to the regular hours of teaching. . . . There are 300,000 teachers in America—four times as many as the legal profession, five times as many as the clergy; and as the late Rev. Henry Ward Beecher used to say, “They are of more value to the community than all the lawyers, doctors and ministers rolled up together.” —Miss Caroline B. Le Row, quoted in the *New York Critic*.

THE PROFESSION OF TEACHING.

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THE problem of education is as old as man. Its history culminates in the so-called nineteenth century principle that the masses must be educated. Along the whole line we find that empiricism has oftener led to the discovery and enunciation of scientific principles than mere theory has to correct practice. Plato's views

were combated by Aristotle. Athenian culture was offset by Spartan brawn. Greek idealism was superseded by Roman practicalism. Analytical humanism was opposed by synthetic realism. In the eyes of naturalists like Rabelais and Montaigne the educations of system failed to turn out men. In short, the continuous strug-