

teaching as much as to any other vocation. Much is said and written upon the importance of education, and kindred topics, and when the truth of the same is admitted, it will be apparent that a certain kind of encouragement and courtesy is due to all engaged in the work of instructing the young in useful knowledge.

Teachers as well as others are entitled to fair compensation for their services to the extent of living salaries. But they must be actuated by higher and nobler motives than the mere "making of money" or the holding of dignified positions. They labour for humanity, and the mental illumination and moral culture of the children in their charge. Hence all friends of humanity must be their friends, and all engaged in this profession must be co-laborers.

The true teacher will wish universal success to the work to which he is engaged. And this wish will prompt him to labor for it, and to encourage and advance as far as possible, in some way, all others who are similarly employed. He will also feel an earnest sympathy for all who are learners, and much interest in the success and methods of all his brother teachers. It will do him good to see schools prospering—even when he has no individual interest in them. A mercenary teacher who estimates his work only by the position that it gives him, or by his salary, and who keeps himself isolated from all others who are similarly employed, losing all interest in the work of education when his salary stops, or his teaching days are past, is no honour to the profession.

There is a clear analogy between the Christian ministry and professional teaching. We like a sincere, earnest minister, one who, in his own case, feels the truth and importance of what he preaches, and who regulates his life and actions by what he so earnestly recommends to others. Without this evidence, and with the knowledge that he feels no concern in the success of his brother ministers, and with any indications that his personal ambition is uppermost, sceptics and unbelievers will be multiplied as fast as the arch enemy wishes. The work of the professional teacher, in properly instructing the young, is second only to that of the ministry, which contemplates the salvation of immortal souls. Moral culture must be presented in the same manner as the Christian gospel. Fellowship and courtesy between teachers will be the same as between preachers of religion.

All public instructors owe to each other a certain kind of courtesy; and this they may manifest in various ways. By so doing, they will help each other, advance themselves, and promote the general interest of their profession. Some of the methods by which this may be accomplished are the following:

1. By visiting each other's schools, teachers will render mutual encouragement. They will thus see much that will be worthy of imitation, as well as some things to be avoided. They will learn what difficulties, vexatious trials and opposition they must encounter in common. They will also be much entertained by observing the workings of each other's plans, and noting the elements of their success. All true teachers are constant learners, and they always gather from things, new and old, some additional stock to their capital knowledge and wisdom.

2. Teachers may aid each other much by conferring together as to the pursuit in which they are engaged. Scientific and educational topics will afford them much matter for profitable conversation, and for thought that will develop valuable ideas. Professional courtesy may thus be shown, even though nothing more be done. The true teacher manifests himself as such wherever he is. He is a teacher in the social circle as well as in the school-room. There is such a thing as unconscious teaching. Some of the best lessons come from those who make no profession of being teachers. Hence those who would do good in the way of instruction must watch for opportunities. It is the life of the instructor's vocation to be interested in all educational enterprises, and in a proper manner to give others the benefit of his experience.

3. Institutes and teachers' meetings afford valuable opportunities for mutual improvement. Here acquaintance can be extended, and such civilities tendered to one another as will be very acceptable. These results will compensate for both time and money spent in holding institutes, if they do nothing more. But where there is the right spirit, they will be profitable in other ways; and they will be the best agencies in raising the standard of teaching, and awakening and enlisting public interest in the work of education. Teachers of the right stamp cannot keep aloof from them. The best exercises for such meetings need not now be specified, or comments made on them. Many of them some persons will regard as hackneyed; but there are novices who need to be instructed, and even veterans in the profession will be profited by frequently refitting and polishing their intellectual armor.

4. Teachers may, with some advantage, have social entertainments of an informal character, even when only two or three meet in the name of their honourable vocation. Each one may give a verbal review of what he has recently read. It may have been a

new book, an article in a popular magazine or common newspaper. These and their experience and observations will be to them good subjects for conversation. Educational books and journals especially should claim their attention. Without doubt many of the best original ideas and thoughts are often lost by not being communicated to those who might make good use of them. We all like persons who, when we meet them, can tell us something new and good, and we like them all the better when they are willing to impart their knowledge.—*G. D. Hunt, in Pennsylvania School Journal.*

II. Education in various Countries.

1. ENGLISH EDUCATIONAL STATISTICS.

The Report of the Committee on Education in Great Britain for 1868, has recently been issued. The operations of the Committee are confined to the promotion of education among the labouring classes. In England and Wales, the total number of scholars in schools receiving annual grants in 1868 was 1,284,778, as compared with 1,170,400 in 1867; and in Scotland, 200,273 as against 181,972 in 1867. There are 2,130 schools in Scotland, and 13,442 in England and Wales. In schools simply inspected there were, in 1868 36,081 scholars in England and Wales, and 6,533 in Scotland. The whole number of scholars over ten years of age on the registers of these same schools was under 467,280. The number of such scholars presented for examination under the standards was only 288,027 of whom 191,299 either failed in one or other standard, or passed only in one of the three lower standards, the highest of the three being to read a short paragraph from an elementary reading book used in the school; to write a sentence from the same paragraph, slowly read once, and then dictated in single words; to work a sum in any simple rule as far as short division (inclusive). In other words taking 467,280 scholars on the school registers, of the age beyond which day school attendance is little prolonged, nothing certain can be stated of the individual proficiency of 38.3 per cent. of them. Confining ourselves to the 288,027 who were tried, their examination shows 35.2 per cent. of failure, and 31.2 per cent. of insufficient attainments—i. e., not exceeding standard 3; only 33.6 pass without failure above standard 3. Out of 1,685,168 children on the registers (in the year ending 31st August, 1868) of the annually aided schools in Great Britain, 1,255,953 are over six years of age, and 747,898 or 59.65 per cent. of them were individually examined. The percentage which the number examined bore to the number on the registers was, in England and Wales 60.34 per cent.; in Scotland, where grants continue to be paid under the code of 1860, and do not depend for their amount on the result of individual examinations, only 55.25 per cent. Those who passed without failure in one or other standard were 512,973, or 68.59 per cent. of those examined. As far as the mere power of passing goes, irrespective of higher quality, of age, of standard, or of the proportion of the scholars examined to the rest, a comparison of the last three years shows that, out of every 100 examined, there passed in—

READING.			
	1866.	1867.	1868.
England and Wales.....	89.01	89.79	90.03
Scotland.....	94.45	96.39	96.96
Great Britain.....	89.09	90.71	91.03
WRITING.			
	1866.	1867.	1868.
England and Wales.....	86.33	87.31	88.16
Scotland.....	86.31	89.29	90.48
Great Britain.....	86.33	87.39	88.49
ARITHMETIC.			
	1866.	1867.	1868.
England and Wales.....	74.72	75.27	76.49
Scotland.....	78.78	82.36	84.08
Great Britain.....	75.31	76.28	77.07

2. EDUCATIONAL GRANTS IN ENGLAND AND ONTARIO.

For Normal Schools and Training Colleges in Great Britain, the parliamentary vote for the year, as proposed by Government, is £73,000; for grants to assist in building school houses, £38,000. The whole Parliamentary vote is £840,711, or about four and a quarter millions of dollars. The increase of pupils in assisted schools for the year ending 31st Aug., 1868, was 7 1-3 per cent, and the increase in evening school attendance still higher. In England and Wales, for the year referred to, the number of assisted day schools was 7,406, and of night schools, 1,941. These schools provide accommodation for 1,663,543 scholars. The actual number on the registers was 1,453,761, while the average attendance at day schools was 978,521, and at evening, 55,154. The number of certi-