

and fit person to teach them independently has no defenders on the other side of the Atlantic, so far as my observations have extended.

The teacher's income may be made up from one or more of the following sources:—1. A fixed salary paid monthly. 2. A share in the government grant. 3. Payment to head teachers from pupil teachers. 4. Payment for instruction in drawing. As to point 2, it needs to be said that once a year regularly all the pupils are individually examined by a government inspector, and the teacher receives a pecuniary allowance for each one found competent to pass into the next grade. In some cases a teacher may take a school at a fixed annual rate without regard to the report of the inspector, but generally the sliding scale, or payment according to success, is found most efficient to secure the best work. In the lower grades there is not much difference between the salaries of males and females, usually about twenty-five dollars, up to a maximum of four hundred dollars. Beyond this the difference is greater, so that where a male head teacher receives five hundred and fifty dollars, a female receives but four hundred and fifty. Going still higher, when a male receives ten hundred and fifty dollars, the female teacher of the same grade receives but seven hundred and fifty. As a part of the fixed salary is reckoned the annual increase made upon each "good report" which the teacher receives from the inspector. This increase is fifty dollars for a male teacher and thirty for a female. The apparently unjust discrimination arises from two causes: The older male teachers, those whose wages are highest, have more frequently families to support than the females; the supply of the latter is much greater than of the former, and their services can be obtained for less money. A very large number of ladies find employment as public school teachers in England. No part of the English system appears to me more worthy of imitation than to pay according to success. And the teacher has usually a very competent judge to decide whether he has succeeded, as the inspectors are always the best educated men that can be had, and the position is so well paid that men of ability seek it. Besides, his relation to the teachers of his district is such that he can have no interest in keeping any of them back. It is too often the case under our system of union schools that boards feel themselves limited in the expenditure of money; and in such cases, the superintendent, if a shrewd manager, succeeds in getting the lion's share, while the remaining teachers are put off with what is left. And yet the schools are probably none the better for the disproportion of salary and the nominal oversight. From the commencement of his career the English teacher has before him strong incentives to do well, and he may win prizes in two or three different directions each year.

The English system is largely based upon the German, though that has not been slavishly copied. The English people deserve great credit, not only for the zeal with which they have recently entered upon the improvement of public education, but also for the judgment they have shown in adopting whatever is good in the systems of other countries. Consequently the uniform improvement of their schools has been greater in five years than that of Ohio in four times five, though Ohio has doubtless some as good schools as England's best.

Carlyle says that. "If the devil were passing through my country, and be applied to me for instruction on any truth or fact of this universe, I should wish to give it him. He is less a devil, knowing that three and three are six, than if he didn't know it, a light spark, though of the faintest, is in this fact; if he knew facts enough, continuous light would dawn upon him; he would (to his amazement) understand what this universe is, on what principles it conducts itself, and would cease to be a devil!"

## THE HIGH SCHOOL: ITS RELATION TO THE LOWER GRADES OF PUBLIC SCHOOLS.

BY JOHN HANCOCK, PH. D.

No school system can effectually meet the object of its creation which does not embrace in its constitution provisions for carrying the education of youth beyond the common branches. With one hand the high school beckons the pupils of the elementary schools to come upward to its more elevated outlook, and with the other it points its own students to the still higher outlook of the college. Lacking the high school, the pupils of the lower schools would lose a chief incentive to exertion. Built in front of him at the very start of his career an impenetrable wall, barring all future progress, and the motive to activity is gone. His life at once begins to shape itself to lower aims, and he grows content to be a small creature. On the other hand, with a good high school to crown the public school system, there is provided for every child, even the youngest, a potent and ever-acting incentive to push forward. Each promotion in grade comes to be regarded as but another step in the upward march to the high school. Of course the larger number of pupils fall out by the way, but most will have climbed higher, and have done their work better, from having had their eyes fixed on the goal. The atmosphere of a generous equality comes to pervade the community, and the poorest and most neglected child is led to feel that there is something in the world for him to do which shall be well worth the doing.

The course of study, too, for the lower schools is certain to feel the influence of the high school. This course is too often afflicted with a fearful leanness—built on the principle that the three R's, and but little of them, are sufficient to meet all the educational needs of common people. In forming a curriculum for the lower schools, the liberal spirit begotten of the high school is sure to furnish here and there a new element—a germ of growth which shall develop with the advancing civilization and culture of the community—nay, rather shall be the chief cause of this advance in civilization and culture. In other words, the course of study for the elementary schools, instead of being a meagre, dead stalk, becomes a living growth, full of sap and vigor.

But perhaps the influence of the high school upon the lower schools is exerted most powerfully in providing for them a class of teachers of a higher grade of qualification than it was possible to secure under the former order of things. No argument is needed to show the utter vanity of all schemes of public education which at the same time fail to place a competent teacher in every school. The high school cannot give us professionally trained teachers—the supplementary work of the normal school is required for that—but it does give us teachers whose views have been broadened and love of knowledge deepened by some taste of a liberal culture. Nor is this taste so slight as some might be inclined to think; for it should be remembered that the high school of to-day, as constituted in most of our large towns and cities, gives a better education in the sum total than did the average New England college fifty years ago.

And this higher education of teachers as a class renders possible the successful introduction into the lower schools—especially into the primary departments—of those improved methods of instruction which have lifted teaching from something less than an empiric art to the level of a science, and are doing more than any other agency to make knowledge loved by the whole people. Without the character-training and resources which come to our teachers from a high school education, these methods would prove an utter failure, or degenerate into a mechanism more lifeless than the worst mechanism of the dreadful past; for it may be stated as an educational axiom, that intelligent methods can be applied by intelligent teachers only. Machine methods are necessary wherever machine teachers are found.