

these statistics and the census tables of illiteracy shows that illiteracy is in inverse ratio to the condition of the public schools. Of the inhabitants over ten years of age 13 per cent are unable to read and 17 per cent unable to write. The percentage is greatest in New Mexico, where it ranges from 50 to 65 per cent. In Alabama, Georgia, Louisiana, Mississippi, and the Carolinas the per cent is from 50 to 55 per cent; while Iowa, Nebraska and Maine have only 2.4 per cent of illiterates.

This report ought to remove the opinion that teachers generally receive large salaries in the United States. The average annual salary for a teacher of the male sex is in Nevada \$483, in Massachusetts \$398, in Ohio \$280; and in North Carolina, the desirable sum of \$39.15.

Some matters noticed by this report are of special interest. There is a call for more highly trained teachers. Since many high schools and academies are placed in charge of college graduates, and all school work must necessarily be shaped largely by professional men, as lawyers, ministers, etc., it is thought with reason that these should not be ignorant of educational matters. Hence a movement is now on foot to endow chairs of Pedagogy in colleges with a view to teaching the history and philosophy of education. That this movement is not confined to the United States is evident from the opinions constantly expressed by leading English and Canadian educationists. Herbert Spencer says: "The subjects which includes all others, and therefore the subject in which the education of everyone should culminate is the Theory and Practice of Education.

Kindergarten have increased from 43 in 1873 to 232 in 1880, having 8,871 pupils. They are spreading rapidly, and it is to be hoped that soon this rational method of instructing the young may be more commonly followed. The effort to combine workshop with school is pronounced a failure; but the promoters of the scheme are by no means discouraged.

Industrial and free-hand drawing are required to be taught by the school laws of Massachusetts, New York, Vermont, and a few cities. In view of the great benefits that have come from art education in France and England, it is certainly surprising that so few American schools and colleges give instruction in a subject of such great utility and so pre-eminently important in forming intellectual tastes.

THE UTILITY OF STUDY.

"What is the use of it?" is a frequent question with students, when any subject of study is broached. Too often it remains unanswered. Many, indeed, regard such an enquiry as a certain mark of weakness and immaturity, or even as the whine of a lazy man who would find an excuse for shirking all work. This is not an uncommon view in learned circles—among scholars who hold themselves as the possessors and defenders of particular branches of knowledge. Professedly liberal, they will pronounce with dogmatic assurance and pride upon the dignity and value of general culture. But if anybody dares to question the utility of their pet sciences never so little, he is treated as a child, or a fool, or a blasphemous doubter. They display either unwillingness or inability to explain the precise purposes conserved by these studies or their connection with the general range of knowledge. Is this indifference to the student's inquiry into the value and meaning of study, on the part of educators, justifiable on the plea of fidelity to the ultimate ends of knowledge, or wise as a proper attitude to assume towards a learner?

Bacon, who defines knowledge as a "rich storehouse for the glory of the Creator and relief of man's estate," says further, that "men should enter into a desire of learning sincerely to give a true account of their gift of reason to the benefit and use of man." Here we have the recognition of a purpose in educational work—a final end in the light of which all study should be undertaken and estimated. This, certainly, is a wider view than a stand in the conservative dogmatism of specialism can possibly afford. In fact, the man who leaves the living world for pursuits which, however successfully prosecuted, will be of the minimum importance to the true development of the human race in present or future existence, is, so far as the purposes of life are concerned, as narrow and useless as the totally illiterate.

Nor is it sufficient that the promoters of education should show the exact results which the several studies yield: they should also discover the relative value of these results in reference to the purposes of life.

The selection of subjects for a school or college curriculum should proceed largely on the principle of relative importance. But supposing a curriculum to have been adopted, must the question of the utility of the various subjects never after be