

fault of the salary. As a distinguished gentleman lately remarked to me, the proper way is not to lower the salaries to the teachers, but to raise the teachers to the salaries. Nor do I refer merely to the money salary. Money is not the only wage for which men work, nor the chief wage. They work for honour, for influence, for esteem in the community. And these higher wages will belong to the teachers whenever they are universally deserved. The profession of teaching

ought to be so high and so honourable that it would be sought without regard to money profit. Till then we must expect to see the best talent go where it can earn more money with a modicum of those higher wages besides. It is for us to do our utmost that the schools may not have a man or woman for teacher or for officer who is not worthy, in every respect, of the highest honour and esteem of the community.—*From an address by the late Edward Rowland Hill.*

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### PUBLIC OPINION.

THOSE who make their way through college and attain success in professional life are frequently pointed to as "self-made men." They deserve all praise, for they have done more than is common in the way of self-help. But they have by no means done all themselves. All the facilities which they have used—the outfit of apparatus, books and teachers—in the schools where they studied, were provided by some one at a cost but a trifle of which they have ever paid. Every man who goes through college is a beneficiary.—*The Sunday School Times.*

"HE believed that there was more and better religious teaching to-day than at any time during this century. (Hear, hear.) There was an irreligious England nearly a century ago when Joseph Lancaster began to teach children to read and spell texts; but now there were 4,600,000 children under instruction, and almost every child was receiving good, solid, religious instruction. (Cheers.) A clergyman of the Church of England, a member of the School Board Committee, had written a letter to him stating that the religious instruction of the School Board in London was at least equal

to, and in most cases better than, the religious instruction of the Voluntary Schools; and that was the case throughout the country. There were, in proportion to the population, 40 per cent. more in Sunday Schools than there were in 1851, and the number on the register was 5,200 000, or 500,000 more than on the register of day schools."—*Mr. Mundella's Speech in the English House of Commons on the Debate on the Education Estimates.*

THE stupid scholar usually has few friends, because he is considered altogether foolish. Now this is frequently a wrong conclusion, for stupidity in one branch does not suppose stupidity in all branches. It is best to look on all sides of a boy before he is condemned. It may be that the dark side is turned toward the teacher. It would be foolish, indeed, to conclude that because one side of the moon is dark, the other side is dark also. As long as the sun shines it is safe to conclude that if one side is dark, the other side *must* be light. So it is with a stupid boy; the dark side has been looked at. Turn him around, or better, get around to his other side, and he will be found light enough. There is a right side and a wrong side