

That a deeper and more philosophical insight into the methods and processes of pedagogy is beginning to develop and bear fruit is now beyond a doubt, and the rapidity with which crude one-sided theories will be absorbed and assimilated into the processes of the whole organism, will be the salient feature of the coming period in American Education.

Relation of the State to Education.

5. Finally, in the sessions of the General Associations much was done to clear up the relation between Education and the State. That there should be free education at public cost, without distinction of caste and without limitation in degree, was demonstrated beyond doubt or cavil. The relation of property to education, and the relation of government to both, was elucidated to show that the institutions of society and the State are limited as to quality by the quality of popular recognition on the part of the community at large: this popular recognition is measured by the school education of the community. This exhibition of the solidarity of interests of capital and education settles forever, on an inextinguishable basis, the right and duty of providing free school education by taxation. The practical verification of this principle thus established is now to be found in the adoption of public education by the nations of Europe as a means of national self-preservation—as a “war measure.” The most real thing in this world is the military might of nations; and when public education has been recognized as the basis of that might, it has reached its adequate recognition.—*St. Louis, Journal of Education.*

III. English and Foreign Educational Notes.

ENGLAND.—A college has recently been started at Dover, England, which is intended to provide, at moderate cost, a first class English and classical education. The college is conducted and owned by a “limited liability company.” A very convenient institution in case some student, disgusted with the education he had received, should come down on the college for damages. At the inauguration of this college, on the 3rd inst., Earl Granville made an address in his official capacity as Lord Warden of the Cinque Ports. The noble Earl said some very good things in regard to education, and particularly in favour of studies whose pursuit withdraws students from a too exclusive devotion to the classics. He quoted Mr. Mill’s remark, that “the study of science taught young men to think, while the study of classics gave them the power of expressing their thoughts,” and added his belief that there is something in the study of science which makes a man feel that in what he is talking about, he must eschew all redundant and irrelevant verbiage.

At King’s College, London, especial attention is now given to Commercial education. The syllabus for the present year includes lectures on the Money Market, on the principles of commerce, on the trade with the East, and on all the branches of commercial law. And by the liberality of two leading merchants, two prizes of £10 each, are offered to the two students who shall obtain the highest number of marks in the sciences requisite for a person engaged in the mercantile profession, as well as in an Essay “On the Proper Application of the Principle of Laissez-faire in Commerce and Banking.”

The boys of the Mathematical School of Christ’s Hospital, London, enjoy a singular privilege, granted to them by their founder, Charles II., namely, the right of access to the Sovereign every year, in order to submit to royalty their “drawings and charts.” The privilege is annually claimed and graciously allowed.

THE EDUCATION OF GIRLS IN ENGLAND.—In an able paper, recently read before the Society of Arts of England, it was pointed out that the condition of education among the girls in the upper and middle classes of England is worse than that of the industrial population, and that the higher the social scale the worse in quality is the course of education usually supplied to the daughters. In all boys’ schools and in elementary schools for girls, the pupils are practically educated, so that they may be best fitted to get their living as early and as readily as possible. In the higher classes of schools showy accomplishments of superficial advantage in life are the great aim of all instruction. And it was declared that at the present moment a large number of the girls brought up at first-class schools would be completely unable to pass such an examination in arithmetic, reading, and needle-work as the majority of the girls at the Hanwell District Pauper School qualify in before they leave that institution. Unless some remedial efforts are put in force, it was apprehended that as the School Boards get into working order, the difference in the quality of education will become greater and greater.

ENGLAND—SWITZERLAND.—Since the recent war between France and Prussia, the question of drill as a part of the school curriculum has been much discussed in England, and making it a part of the regular exercises is very generally urged. In this matter it is pleasing to us Americans to notice the fact that the little republic of Switzerland is spoken of as the model for perfection in this branch of education. It is stated that that country is able from a population of two millions and a half, to place in the field, in a fortnight, a well appointed army of two hundred thousand men, the soldiers as well educated and trained as those of Prussia. As soon as a Swiss boy is six years of age, he enters upon a course of drill, which is continuous and progressive through his school life; and the Swiss army, in consequence, is said to be the cheapest army, and one of the most efficient in Europe. It is not alone, however, in a military point of view that this system is valuable, but physical training is as essential as mental cultivation, and any exercise which makes children hold up their heads, stand firmly and uprightly, breathe more freely, and walk more gracefully, should be welcomed by all educationists.

GERMANY.—A teacher in the common schools gets from \$150 to \$300 a year. In gymnasiums, or what corresponds to our colleges, the professors, who are required to be graduates of one of the great universities, get, on an average \$600. A professor in a university gets rarely more than \$800, besides the fees of his hearers. Of course, the great leading lights in science, and the *professeurs ordinaires* generally, who belong to a special class, of which I shall speak presently, get better paid. Tutors in the wealthy families, a position which the greatest Kant and nearly every German litterateur has filled, rarely get more than \$400 a year. One, who is a graduate of a university, who speaks, besides his own language, French, English, and Italian, and can read not only Greek and Latin, but also Hebrew and Russian, and who is, besides, a professional historian, and has made original investigations in the literature and times of Hesiod, on which subject he is no mean authority, receives \$200 a year in addition to his board.

PRUSSIA.—It gives some idea of the extent to which education is encouraged in Prussia, when we are told that a manual of 32 pages was published in Berlin not very long ago, entitled, “The Little Guide for the German Soldier in France.” The publication of such a book, giving, as it did, in both French and German, all the simple sentences which are necessary to enable a German to manage for himself in France, is a standing proof that, although they did not provoke the war, the Prussians were resolved to be the winners. At all events, we never heard of a “Little Guide for the French Soldier in Prussia.”

RUSSIA.—Russia is likely before long to afford to women educational advantages equal to those of Western Europe. For some years the lectures at the University of St. Petersburg were open to the public, and a good many women attended them. But the University was remodeled, and under the new regulations women were excluded, except from the medical lectures, which faculty forms a separate academy, independent of the University. Recently, however, a large number of women have written to the University authorities requesting to be allowed to attend the other courses of lectures, especially in philology and natural science, and it is thought that their request will not be refused. In 1856, with a population of 65,000,000, Russia had but 450,000 pupils in her schools. According to the last census her population amounts to about 78,000,000, and if the increase in school attendance kept pace with the population, the number of children attending school, would, at this time, be only about half a million in the whole empire. But in reality there has been a falling off in the school attendance since the teachers have been confined to the exclusive use of the Russian language, the people in the western part of the empire having a decided aversion for the national tongue. Russia has excellent colleges, and what she now requires is to bring within the reach of all the means of obtaining a common school education.

MADRAS.—The state of female education in the Madras Presidency, described by the Director of Public Instruction in his report, cannot be regarded as hopeful, through the increase in pupils is about 13 per cent.

NORWAY AND SWEDEN.—In the sparsely settled districts of Norway and Sweden, where there are not children enough in the neighbourhood to give constant employment to a teacher, a system of travelling schools is provided. A public schoolmaster collects a few children in some convenient room, instructs them for two or three months, then passes on to repeat the course in the next hamlet. In this way a modicum of instruction is secured to every child in the country. A similar provision for the children of thinly settled districts, is made by the new school law of Georgia, the first experiment of the kind in this country.