

—The catalogue of Yale College for the present year, shows 76 instructors and 904 students.

—HON. C. G. NORTHPROP ON EUROPEAN SCHOOLS.—At the State Teachers' Institute, recently held at Suffield, Conn., Secretary Northrop made an address, giving an interesting account of the progress of education in Europe. The prospect of popular schools in Germany and Italy he presented as promising. He considered that we surpassed Europeans in school architecture—no city in Europe, he said, equalling Hartford in this respect—and in arithmetic, in which our methods of computations are more quick and accurate. Yet they may be regarded as in advance of us in the following particulars: 1. More thorough supervision of schools; 2. Plan of gradation; 3. Culture of the expressive faculties—Americans have a few set words and phrases which are made to do duty on all occasions, without reference to propriety or congruity; 4. Independence of text-books. They teach the subject rather than the book—the matter rather than the letter, and their teaching is more conversational; 5. More thorough teaching of history; 6. Mode of teaching modern languages; 7. Drawing. Napoleon had said, "Let it be taught in all the schools." The Swiss are in advance of all other countries in this art. To this their general prosperity was owing. Hemmed in among the mountains, they own their own houses and are more prosperous than many other countries with better advantages. England pays five times as much for pauperism as for education, while Switzerland pays seven times as much for education as for crime. Drawing has chiefly made this difference. Mr. Northrop urgently counselled all the teachers to teach every one of his and her scholars drawing, even if they had to neglect other studies. Mr. Northrop closed his address by quoting a motto of Dienter, to whom Prussia is so much indebted for her present position in the matter of education: "I solemnly promised God that I would look upon every Prussian child as a being who could justly complain of me before Him if I did not use the utmost means to give him the best education in my power."—*Hartford Post*.

—There are something like five millions six hundred and sixty thousand persons under age in the United States who can neither read nor write. These figures would indicate that a certain amount of compulsory education would not be amiss.

—The number of graduates from the New York State Normal Schools for the entire year 1872 is three hundred and twenty, while that of the previous year was one hundred and ninety-six. The aggregate attendance of normal students for the past year was about three thousand.

—The Board of Education in New York City reports a daily attendance upon the public schools for the last year of about 200,000 pupils. For such of these pupils as choose to pursue an advanced course of study the College of the City of New York and the Normal College furnish it free to boys and girls respectively. Last year there were in the City College and preparing to enter 527 students, and in the Normal College about 1000, showing that considerably less than one in a hundred of the pupils in the public schools ever attempt to go beyond the grammar school, while probably not more than one in six of those who make the attempt complete the full collegiate course.

—Germany publishes more educational works, aside from school text-books, than any other country, her publications of this class during the year 1871 numbering 1059.

—Mr. Mori, the Japanese minister, gives some details of the new educational system of Japan, which, he says, embraces the organization of eight colleges, 256 high schools, and over 52,000 public schools, at which the attendance is to be compulsory for all children above six years of age.

—Schools for printers are in existence in all parts of Germany. Apprentices and artisans attend them largely, and are taught the theory and practice of printing and kindred arts, as well as a general knowledge of foreign languages, and an accurate knowledge of the types of all languages they are likely to meet in their calling. One of the largest and best organized is in Stuttgart.

—Punctuation was first used in literature in 1520. To our certain knowledge it has been dropped from manuscripts within the last few years.

QUEEN'S COLLEGE, KINGSTON.—The *Mail* says:—The Queen's College Board of Trustees seem to be quite conscious of the necessity they are under of introducing greater educational facilities, from time to time, to maintain the high position that that institution has occupied for between twenty and thirty years. Keenly alive to the rarity of good reading in the church, and noting the grievous results of bad delivery, they have recently made arrangements with Professor A. Melville Bell for the delivery of a course of lectures on Elocution. It is hoped that all the students will avail themselves of the excellent opportunity of improvement in this respect, particularly those who are destined for the ministry. If public speaking and reading were more generally regarded as a difficult art, and one absolutely necessary to be acquired, we should hear fewer stanzas of Hebrew poetry spoilt and fewer passages of Jewish narrative bungled than at present, "a consummation most devoutly to be wished." Professor Watson, the successor to Professor Murray, has recently entered on the duties pertaining to the Chair of Logic. His inaugural address was on "The Relation of Science to Philosophy." This gentleman's career at the Glasgow University was an exceptionally creditable one; and from the high opinion entertained in Scotland of his ability, great expectations are formed of him as teacher of Philosophy. It is a distinctive mark of this country that a good education is attainable by all; and we cannot but rejoice when we hear of the success and progress of such an institution as Queen's College. In a pecuniary sense it has been a success, the large sum of \$115,000 having been subscribed to the endowment fund; but in a far wider and important sense has success attended it. Some of our best and wisest men, who are exercising an inestimable influence for good in this country, were graduates of Queen's College; and none can estimate the benefits likely to accrue to us as a people from the ever progressive spirit of this and kindred institutions in our midst.—*B. A. Presbyterian*.

IX. Correspondence.

BUILDING OF SCHOOL-HOUSES:

GENEROUS POLICY IN OPS.

To the Editor of the Journal of Education.

LINDSAY, Dec. 28, 1872.

DEAR SIR,—There is a practice in the Township of Ops which the *Journal of Education* might bring under the attention of its readers in reference to the building of School-houses. The Township Council grants a bonus to each school section, provided it builds a first-class School-house. The amount of the bonus is proportionated to the amount levied by the section. I have not the exact figures, but I think it is about one-third. When the section raises six hundred the Council grants three hundred dollars.

Under the influence of this wise liberality on the part of the Township Council, Ops now prides itself on having the best Common School-houses in the Dominion.

I have the honour to be your obdt. servt.,

M. STAFFORD,
Catholic Priest.

X. Notices of Books.

* SHORT CRITICAL NOTICES OF BOOKS.

Record of Science and Industry for 1871. By Spence F. Baird. pp. 634.

The design of this work is to furnish a brief, yet sufficiently full, mention of the more important discoveries in the various departments of science in the year 1871, and among the principal are those made in Mathematics and Astronomy, Meteorology, Electricity, Light, Heat and Sound, Chemistry, Mineralogy and Geology,

* New York: Harper and Brothers. Toronto: Copp, Clark and Co.