

are the educational errors in training children mentioned and treated of by various writers ; (2) what is said respecting the nature and peculiarities of such errors ; (3) what is said as to their causes and the occasion on which they occur ? The material thus obtained is to be systematized so that readers may be able to form from these three points of view a clear judgment of educational progress and pathology up to the present time. The method of treating the question is left entirely to the author, and the prize is to be awarded by a committee of three members chosen from the Leipzig Educational Society.

—According to an Australian correspondent, the work of restoring Bible teaching in the State schools is still prosecuted with undiminished vigour. The annual meeting of the National Scripture Education League was held a few weeks ago, and it was largely attended. The Bishop of Melbourne presided. Addresses were delivered by a number of well-known advocates of the movement. At the recent sittings of the Church of England Assembly at Ballarat, a motion was carried that petitions be presented to both Houses of the Legislature, praying that the reading of the Holy Scriptures by the children may form part of the instruction given in the schools within the prescribed hours.

—“ In the realm of education,” said Henry Ward Beecher, “ schools are often made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine around about him as the morning glory around its support. Woe is me ! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material.”

—The Pedagogic Museum of Paris is a permanent exhibition of all kinds of teaching material from abaci and alphabet cards up to the most delicate and complicated scientific apparatus, and all the civilized nations of the world are laid under contribution. The Minister of Public Instruction has lately decided to enlarge its scope by the addition of a section devoted to sample copy-books and exercise-books to show the handwriting of French