

"The Girls are allotted, one each month, to various departments, as Cooking, Washing, Ironing, Sewing, etcetera. Every one has a task for the morning, and all work is completed by the ring of the first bell at 1.30 p.m., when the Girls prepare for School, where they remain from 2 to 5 p.m.

"Besides doing this, our Girls have made over 40,000 Paper Boxes, and several of them have learned the Trade, so as always to be able to get good wages, and hence have no excuse for a vicious life. In summer, the Girls are employed to some extent in the open air. If we had the means to enable us to erect a Hot-house, we would cultivate Flowers and Plants for market, thus adding another link to the chain of love to bind Girls to this home."

XIII.—COMPREHENSIVE VIEW OF THE NEEDS OF AND PROVISION FOR NATIONAL EDUCATION IN THE UNITED STATES.

Having completed my more minute survey of our own System of Public Instruction, I would now devote a page, or two, to a subject of much interest to us as close neighbours of a great and powerful people, who are running a gigantic race with us in educational matters. I do not do so with any expectation that we can either approach, or rival, them in the aggregate of their educational labours, or gifts; but because that, as a Province, and as a Dominion, we cannot, in justice to ourselves, remain uninterested or silent spectators of their wonderful efforts, their amazing progress, and their practical experiments in educational matters.

The information which I have gathered is taken chiefly from the Report of the United States Commissioner of Education at Washington for 1871. It is contained in four tables, videlicet:—

I. Table showing the number of native and foreign illiterates in the various States and Territories of the Union, and which demonstrates to the American people the necessity of making great efforts to counteract the terrible evil of ignorance and its twin companion, crime.

II. Table showing the amount of national Benefactions in the shape of Land Grants to the several States and Territories for the promotion, (1), of Common School Education; (2), of University Education, and (3), of Education in Agriculture and the Mechanic Arts. I have also added in a note a list of personal Benefactions in aid of Education in various States, made during 1870-71, many of them reflecting great honour on the princely donors.

III. Table showing the yearly Receipts and Expenditure for Public Schools in the several States, and the amount of permanent School Fund in each.

IV. Table showing the cost, *per capita*, for Public School Education in each of the States, and also the assessed valuation of property, *per capita*, of the total population.

A Noble Example for our New Dominion to Emulate.

These Tables present great facts in a strong light. That Table especially (Number II.), which contains a list of the Land Benefactions of the General Government to the several States, indicates a far-sighted national sagacity for which the American people are noted. These Grants date back to 1793, and were continued in 1803, 1860-20, and down to 1868, when 3,480,081 Acres were set apart in Wyoming Territory for Common Schools! True to their national instincts in favour of Free Education for the masses, nine-tenths of the Grants, or 68,000,000 of Acres out of 78,600,000, are appropriated in aid of these Elementary Schools, and 9,500,000 Acres, (as against 1,120,000 to the Universities), for the promotion of Education in Agriculture and the Mechanic Arts. These latter Grants were made as late as in 1862-66, and were at the rate of 30,000 for each Senator and Representative in Congress from the several States and Territories.*

*For details of these noble Land Grants for Common Schools in the various States of the Union, see pages 267-272 of the Twenty-third Volume of the "Documentary History" for 1871, 1872.