

The amount expended in maintaining the common schools during the year, was \$9,005,514.22. The entire amount expended during the fiscal year ending September 30, 1870, for educational purposes, including appropriations, Normal Academic schools, Indian schools, teachers' institutes, supervision, etc., was \$10,289,349.72.

Six of the nine normal schools provided for are in successful operation. The expense of their maintenance, the past year, was \$128,723.59. The aggregate attendance of normal students, was 1,921.

RHODE ISLAND.—The Annual Report of the Commissioners of Public Schools, Thomas Bicknell, comes to us in good shape. This State has thirty-four towns and cities. Eight of them support High Schools, and twelve of them have superintendents. The number of children under fifteen years of age is 56,934. The number of pupils registered in the summer schools was 25,567; in the winter schools, 28,364; the number of private schools, 6,336. Mr. Bicknell advocates uniformity of text-books throughout the State. He also argues ably for the establishment of a school for technical instruction. The late General Assembly of this State passed a law establishing a State Normal School, and voted a very handsome appropriation for it.

IOWA.—The State is unsurpassed in educational zeal and practical effort, and, considering the many disadvantages incident to so new a State, her progress is remarkable. The people seem fully alive to the advantages of the common school system, and they contribute to its support with a degree of good will and liberality seldom equalled. Fine school buildings are springing up all over the State, first class teachers are being called to the field from other States, and able lecturers are employed, at public expense, to do institute work, and to enliven the school interest among the people generally by evening lectures. The indications everywhere give promise of continued progress and ultimate honor to the State. To obviate the necessity of sending abroad for the majority of her teachers, normal schools are very much needed; but this want cannot long be felt, as such schools will soon be established. The larger towns, and even those of the most recently settled portions of the State, are supplied with elegant and commodious school buildings and efficient teachers. The State Superintendent spends a large portion of his time visiting schools, laboring in institutes, and lecturing to the people, and is everywhere infusing new life into the system and stimulating the people to more earnest effort. Iowa is destined soon to occupy a very high educational rank.

MICHIGAN.—The legislature of this State passed a compulsory attendance law at its last session, which is Prussian in its character, but modified so as to be American in its application. The friends of education in that State seem to be jubilant over the result. Michigan has the honor of being the first State in the Republic to adopt a straightforward system of compulsory education.

NEW YORK CITY.—Among the most interesting of the recent reports from the different New York City Departments, was that of the Department of Education, of which Henry Kiddle, Esq., is the efficient head. It appears that this Department has 224 schools under its exclusive jurisdiction, and 13 corporate schools, employing in all 2,787 teachers. The schools are classed as follows: 1 Normal college, 1 Normal school for teachers, 1 model or training-schools, 90 grammar schools, 94 primary schools and departments, 29 evening schools, 6 day schools for colored children, 3 evening schools for the same, and 13 corporate schools. There were enrolled in all these schools last year, 239,764 pupils, an increase for the year of nearly 5,000. The entire cost of the schools was \$2,733,591, of which \$115,023 went for the support of evening schools, \$77,876 for corporate schools, and \$56,570 for colored schools. The real estate held by the city for school purposes is valued at nearly \$9,000,000; the personal property of the department is estimated at \$1,000,000 more. The total fund which by law was placed at the disposition of the Board for 1870-71 was \$7,059,702; of this sum \$5,178,500 were called for. The property of the city paid during the same period \$3,139,800 for the support of schools in other parts of the State.

EUROPEAN EDUCATION NOTES.

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.

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 at 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 man-

age 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."

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 exercise 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 this country can from a population of two millions and a half, 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 into 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.

THE EDUCATION OF GIRLS IN ENGLAND.—In an able paper recently read before the Society of Arts in 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 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.

CORRESPONDENCE.

For the Journal of Education.

MISCELLANEOUS OBSERVATIONS ON THE SCHOOL STUDIES OF GIRLS.

WHAT a field of vision opens itself before us as the above heading of the paper is read; and what a crowd of phantoms appear. We try to fix our gaze upon some prominent shade, and following with the hope that something of peculiar interest will be unfolded, find that many a beckoning ghost is ready to impart what specially belongs to itself. We can amidst the crowd discern the Latin language in her Roman toga, with her stately step, and solemn march; the Greek with its surpassing vigor and ready applicability to every shade of thought and feeling in the human mind and heart; the French to all lovers of modern languages cannot be but attractive, its light tripping gaitly, and the volubility of the tongue, together with the easy sweetness of the majority of its sounds will render it a perennial favorite. History with her dusty volumes, Geography with her spheres, maps and charts, Astronomy with her piercing telescope, Chemistry with her crucibles, Mechanics with her wonderful machines, Drawing with her oils and colors, Geometry and other kindred sciences are ever standing in sober earnestness to invite our attention to their peculiar merits. But the question is can the invitation of all be accepted? can the demands of all be complied with? Has the sudden discovery been made at this advanced period of the world's existence that there is in poor weak woman such a latent power that she is able to learn all languages living and dead, to master all sciences and acquire skill in many arts? It would not be courteous to deny the astonishing power of woman to skim over the surface of science and art, to which power such unequivocal testimony is given in the programme of studies drawn out in every advertisement relating to a "young ladies' seminary." There is an old saying, "It is better to know a little well than a great deal inaccurately," but this like many other old sayings is in danger of falling into oblivion. We must therefore dismiss the crowd of phantoms, and consider in sober sense and seriousness on what