

THE PEABODY FUND.—This fund of \$2,000,000 yields an income of about \$120,000. This income is very judiciously spent in inciting efforts on the part of the Southern people themselves to maintain public schools. Wherever the people of a district establish a school of one hundred pupils, and guarantee a certain portion of its expenses, the Fund Committee supply what more is necessary to carry on this school. In this way \$110,000 was spent last year. The remaining part of the income is reserved for extraordinary expenses. The free school idea has not yet become rooted in the South, but Dr. Sears is quite successful in securing the co-operation of the Southern people. Mr. Peabody's noble benefaction is yielding good fruit.

NEW YORK.—The last Annual Report of the State Superintendent shows that there has been a slight decrease in the number of school districts during the past school year. Eleven Union school districts have been founded under the general School Act, by the consolidation of twenty-three common school districts. The number of school-houses is 11,695. The reported value of school-houses and sites, for 1870, is \$20,426,412—an increase of nearly \$2,000,000 since 1869, and of 4,000,000 since 1868. The number of children between five and twenty-one years of age is 1,480,761. Of this number 1,026, 447 attended public schools. The amount expended for teachers' salaries in 1870 was \$6,496,692.39, being an average annual salary of \$372.58, or \$10.58 per week of the average school term. The amount expended in maintaining the common schools during the year was \$9,905,514.22. The entire amount expended during the fiscal year ending September 30, 1870, for educational purposes, including appropriations, Normal and 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 Commissioner of Public Schools gives this State 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 in private schools, 6,336. The Commissioner 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.

MISSOURI.—A lady student in the State University of Missouri has gained the first prize for Greek scholarship.

TEXAS.—The Texas Legislature has just adopted a common school system for that State, in which compulsory education is a prominent feature. A term of schooling not less than four months in each year, is required of "all the scholastic population." The school directors of the several districts may separate the whites and the blacks, if in their judgment "the peace and success of the school and the good of the whole may require," or they may require the attendance of blacks and whites in the same school. The experiment of compulsory education and mixed schools will, therefore, be inaugurated by Texas. Governor Davis reports a school population of 160,000 and over, the larger part of whom are without any educational advantages whatever.

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 honour of being the first State in the Republic to adopt a straightforward system of compulsory education.

MARYLAND.—The Annual Report of the Board of State School Commissioners of Maryland furnishes the following statistics: Schools, 1,360; enrolled scholars, 77,454; scholars in attendance, 40,151; teachers, 1,664; of whom 972 are males, and 691, females; average number of teachers, 1,427; time schools were open nine months.

MISSISSIPPI.—About three thousand Public Schools have been established under the present common school system in Mississippi, during the past six months, with upwards of eighty thousand pupils under the tuition of nearly four thousand teachers.

VIRGINIA.—There are three thousand Public Schools in Virginia, and most of them are attended by coloured people. The property is owned by the white people, and they pay the taxes which support these schools, and educate 100,000 coloured children.

UNITED STATES.—Professor Agassiz told the Teachers' Convention in Boston, recently, that he thought, in public education, "too much was made of the memory and too little of the mind."—Yung Wing, who has graduated by Yale College in 1854, has been engaged by the Chinese government, to take charge of thirty of his young countrymen who are to be sent to Yale to be educated. It is proposed that this number shall be increased by yearly instalments of thirty, and a grant of \$1,500,000 has been made to meet all expenses for the next ten years.—Edward Warren Clark, son of the Rev. Dr. Rufus W. Clark, of Albany, has gone to Japan as a teacher in one of the schools of that country, where he intends to remain for three years.

An American has wittily said, that their "common school system was like a great grinding machine. We throw into the hopper of that machine 100,000 Irishmen per annum, 100,000 Germans, some 20,000 Swedes and Norwegians, a few Frenchmen, and a few people from all parts of the world—about 500,000 in all; we grind them all up, and just now we are mixing in about three million blacks, and the question is, what is to come out at the other end of the hopper? Of course the answer is, that educated Americans will come out."

MUSIC IN SCHOOLS.—It is stated that the city of Boston spends annually about \$30,000 on music in its public schools.

2. THE AMERICAN NATIONAL EDUCATIONAL ASSOCIATION.

The assemblage of this important body of educators was an event of more than ordinary significance to St. Louis and to the people of the South-west. Among the important educational ideas made clearer, we think, by the discussions of this convention, are the following:

Higher Education.

1. The necessity of higher institutions of learning in conjunction with the system of common district schools. The dependence of the elementary school upon the high school or college was very fully elucidated. The latter act as levers upon the lower class of schools, and exercise a potent effect upon them in holding them up to the highest standard of usefulness.

Normal Schools.

2. The radical difference between the methods and course of study required in a normal school from those in high schools or colleges was ably exposed. The former is, to a great extent, technical and professional, having to do with the presentation and unfolding of knowledge rather than with its acquisition and use. This difference necessitates wide departures in the discipline and methods of instruction pursued by the two institutions, and demonstrates the impracticability of uniting them in one school.

Compulsory Education.

3. The impracticability of the proposed schemes of compulsory education was shown, but the fundamental question was left untouched. It is now for the thoughtful legislator to discover a new scheme, avoiding the objectionable features of the former. It is necessary to have instruments of government in this country moulded in the forms of democratic self-direction, and not borrowed from monarchical centralisation.

Elementary Education.

4. In the elementary section, the importance of the best methods of teaching reading was ably discussed, and Dr. Leigh's system of teaching reading received its due share of praise. The immense importance of geography rightly taught was made evident by the exposition of the lines of direction ranging out into practical life from this study. But more important than this was the abundant evidence of an approach to a common ground of agreement on the part of the advocates of hostile methods: the oral and text-book systems. The recognition on either hand of the importance of the main thought of the other was the sign of this approach. The best teachers of both systems will use alike the text-book to secure independent work from the pupil and initiate him into the erudition of his theme; they will also use alike the oral method to root out the last vestige of parrot-like repetition from their pupils; and they will secure a clear comprehension of the scientific sense of the terms they use by complete and thorough verification on the realities themselves.

No doubt all progress comes by antithesis,—opposition and contention being the first stage of it. But the final stage is the adoption by each side of what is essential in the position of the other. In this respect, the augury of this meeting of the National Educational Association is the most favourable sign yet seen in its history.