

were made and papers were read, showing what changes and reforms are needed, instituting comparisons between the methods pursued at the respective seats of learning, and offering suggestions for further guidance. M. Kessler, rector of the University of St. Petersburg, presiding.

A letter from St. Petersburg, describing this conference, contains the following statements:—"It is true, the ordinary Russian gentleman appears to advantage in a *salon* as an accomplished cavalier, and will converse fluently in four languages; but often he cannot write a letter correctly in his mother tongue, and his French, which he knows better, and uses more commonly than Russian, is, in composition at least, bald and limited, and not unfrequently ill spelt. He is a literary Jack of all languages, and master of none. The outcry at present is against classical learning; and there is a tendency to exalt unduly mathematics, chemistry, and the exact sciences. Great stress is laid upon the supposed decline of good scholarship in the University of Oxford since the examination statute was reformed, or rather remodelled, in 1850, and the new schools of natural science, law, and modern history established; and this decline they hail with enthusiasm, as a proof England is beginning to abandon the old vehicles of education." The same letter says:—"Fired by the arguments of Mr. Mill, and animated by the bright example set by Dr. Walker and Lily Maxwell, the women of St. Petersburg are now claiming the right of admission to the public lectures of the professors; and the proposal seems to have been received with favor and cordiality."

2. EDUCATION OF GIRLS IN FRANCE.

A remarkable movement has recently sprung up in Paris and other parts of France for the improvement of the education of the girls of the higher and middle classes. Sometime ago a number of parents, dissatisfied with the quality of the instruction given to their daughters in convents, began to send them to attend the lectures of a few able men, who taught various subjects as a matter of private enterprise. Of course the Government soon stepped in, not to put down the proceedings, but to direct and extend them; and M. Dury lost no time in effecting a connection between these teachers of young ladies and the University of Paris. A regular course of instruction was fixed upon, including mathematical natural history, French history, &c.; and the first course was commenced at the Sorbonne itself on the 1st December. Crowds of young ladies were present, including two nieces of the Empress Eugenie. A similar system is already at work in thirty or forty provincial towns, and several thousand girls are already receiving this new and more thorough kind of teaching.

3. SCIENTIFIC LECTURES FOR LADIES IN ENGLAND.

A lady in England writes to me that Miss Clough, a relative of the late Arthur Clough, the poet, is devoting considerable time and labor to getting up weekly lectures in various cities of the north of England, for girls who have left school, but who wish to continue the work of self-education. She has nominally the assistance of a committee of arrangements, but has hitherto done most of the work herself.

Liverpool, Manchester, Leeds, and Sheffield have each formed, under her auspices, a Ladies' Educational Society. Lecturers are to be engaged to deliver, each his own course in the same week, in each of the four cities.

The first course was one of eight lectures on Astronomy by a Fellow of Trinity College, Cambridge. The class began with 120, and ended with nearly 200 ladies. The lecturer gave, each time, a series of nine or ten questions, any or all of which he wished the young ladies to answer in writing; he looked over and corrected the papers. About one-fourth of the Liverpool ladies wrote, and "wrote well," he said. The proportion was larger in other towns.

Miss Clough is, of course, much delighted with the success of the lectures; but she is not satisfied to stop there; she has started a Schoolmistress's Association. They will have a reading-room, to be open twice a week, where they can hold occasional meetings to discuss educational matters and enjoy a little friendly intercourse.

The course of Astronomy is to be followed by one of twelve lectures on English History from the Norman Conquest to the epoch of Magna Charta. The lecturer will describe the physical geography of England in mediæval times, the structure of Anglo-Saxon society, the condition of the English nobility in the 12th century, &c.

How much of that plan could we hope successfully to engraft on our so very different social system?—*T. E. S. in Ohio Educational Monthly.*

4. AN UNEDUCATED NATION.

Mr. Disraeli, the new premier, lately said that he is prepared to admit that "the British nation generally is an uneducated nation." This is an humiliating truth to fall from the lips of the leader of the government. Those who know the condition of the people at home, must feel that the fact has not been overstated by Mr. Disraeli. England has lagged behind in the race for learning, while her colonies, and the nations that have sprung from her, have pushed ahead nobly. It must be admitted, too, that this backwardness has not arisen so much from any lack of appreciation of the condition of things on the part of the statesmen, as on account of sectarian differences. These feuds have kept the primer, and, consequently, the Bible, from the people. But a better state of things is coming on. That intelligent and influential body, the Independents, have expressed themselves ready to accept a sound national system of education. And Mr. Disraeli, with an instinct truly his own, intends to seize upon the occasion to present at the coming session of Parliament an Education Bill, which will provide for the instruction of the rising generation. This is a good omen. To deal with the question of Reform and of Education in a single year shows that the government—call it by what name you will—is alive to the necessities of the times, and gives assurance that while such conduct is exhibited by the leading men, Great Britain will not fall behind in that great race of nations, the intensity of which is growing more profound with each succeeding year.—*Free Press.*

5. COMPULSORY EDUCATION.

Conversation between a German and an Englishman.

G. You English, I am told, object to our compulsory system of education, as an infringement on the poor man's liberty. What is your substitute?

E. At present our Government grant a subsidy or bounty, wherever sufficient local efforts have been made.

G. Such bounty being irrespective of any claim on the score of destitution?

E. Entirely so; we reward successful results.

G. Men in the wealthier parishes, where education is appreciated and benefactors abound, where there is a plethora of all the elements of success, in short where no assistance is needed, there you probably subsidise the most liberally?

E. Such is the natural course of things.

G. And in districts of aggravated poverty, where the parson works singlehanded, where employers and parents and children are slowly and laboriously learning the very need of education, where every stimulus is of paramount importance: there you render success doubly hopeless by requiring it as a preliminary?

E. I can only answer as before.

G. In fact, you proportion your grants inversely to the existing need of them.

E. That is the present system, and there is this point at least in its favour—an alternative plan is threatened which is to throw the expense upon the rates. One of the least objections to such a scheme that it would about double the fiscal injustice you complain of. Funded and floating capital which contribute on the large area of national taxation would for the present purpose be wholly unburthened; and in needy parishes the contributions of needy clergy would be supplemented by those of needy ratepayers.

—T. W., in *Am. J.*

6. EDUCATION IN LOWER CANADA.

M. Chauveau, the Minister of Education in Lower Canada has made his annual report for the year 1867.

He gives an account of a visit to Europe which he paid in pursuance of the desire of the Council of Public Instruction, with a view of giving him an opportunity of studying the educational systems adopted in other countries. M. Chauveau visited Ireland, Scotland, England, France, Belgium, Italy, and Germany, collecting considerable number of documents, and conferring with persons whose special mission is the advancement of education. In the course of his travels he visited forty-five educational establishments in the United Kingdom, eighteen in Italy, fifty-two in France, twenty-nine in Belgium and forty-two in Germany. In the course of a future report M. Chauveau proposes to lay before the Government of Quebec the various suggestions as to the educational system of the Province which have resulted from his visit and researches.

The statistical summary of the year shows that there are 3,829 schools in the Province, with 4,829 teachers and 206,820 pupils.

This shows an increase over the previous year of 120 institutions and 4,172 pupils. The total amount of money levied in the Province during the year was \$649,067.—*Hamilton Spectator.*