

2. A GOOD EDUCATIONAL MOVEMENT IN ENGLAND.

A movement, for a long time conducted privately, but now made more public by the announcement of a conference of its promoters, has been initiated in England. The object of the proposed conference is to bring to bear on government arguments which will lead to the grant of public money towards the education of children who are neither criminals nor paupers, but whose parents are either unwilling or unable to provide them with it, partly or wholly, at their own expense. The promoters of the movement first lay it down as an axiom that the state ought to furnish education to those who have no other means of obtaining it; they next point out that this is a duty practically recognized in the case of pauper and criminal children, and it is then claimed that "neglected and destitute" children in general have a right to participate in the same advantage. By way of enforcing these considerations on general attention, they undertake, at the forthcoming conference, to establish the following six points: First, that at present no part of the Parliamentary grant for education is available for the general class of neglected children; secondly, that this is a very numerous class; thirdly, that the operations of Ragged and Industrial Schools have already proved that an immense amount of good is capable of being done by the influence of education in this neglected field; fourthly, that such schools are unable, without public support, to deal with the evil effectually; fifthly, that the voluntary action of Christian benevolence is a necessary element in the working of such schools; and sixthly, that it is the duty of government, by the liberal grant of pecuniary aid, to promote the necessary development of the schools, and to enable others to be established, so that the urgent wants of society may be fulfilled.

3. EDUCATION IN FRANCE.

The Minister of Public Instruction, in his late report to the Emperor, says that the Central House erected into a School of Arts and Trades has numerous pupils, who, supported and clad at the expense of the state, not only learn different trades, but also pursue a complete course of reading and writing. The young, competent citizens who will successively leave this institution will worthily serve the interests of society.

Government wishes to found other schools of arts and trades in the principal towns of the republic, and already it has received the remainder of the apparatus of a foundry, and all the instruments for boring Artesian wells.

Primary instruction has made noteworthy progress; the schools founded in the rural sections, since the Revolution, gather together the youth of both sexes. Government proposes to make these schools agricultural. The work of the fields, which, in a few years, will be directed and executed by practical men, will produce important results. On the other hand, the government will fill with capable citizens the different rural offices; and those of the youth who will be called to serve the country in the ranks of the army will have, by their education, the sentiment of national honor and of duty.

Four National Lycées, 89 primary boys' schools, 21 primary girls' schools, 56 rural schools, a girls' boarding school for the higher branches of instruction, a naval school, a school of medicine, a school of jurisprudence, a school of music, a school of painting, instruct, at the expense of the state, in all the extent of the republic, 13,000 pupils. In private schools also there are a considerable number of young pupils of both sexes.

4. VICTOR EMMANUEL ON POPULAR EDUCATION.

The *Official Journal* at Naples contains the following letter from his Majesty to the Lieutenant General:—

"MY DEAR FARINI,—On my arrival in this city I wished to be informed as to the condition and necessities of the least fortunate classes, and I was painfully affected on learning how little cared for have been the institutions for popular education. Instruction—the religious and civil education of the people—has been the constant thought of my reign. I know that by them the industry and the morality of the whole nation are increased. The liberal constitutions left by my father, and preserved by me, to be useful to all must be understood by all, and benefit all. I am persuaded that you will be the faithful interpreter of my intentions; but in the diffusion of popular education, which I have much at heart, I wish to concur personally. For these reasons I dispose that, from my private purse the sum of 200,000 Italian livres shall be taken and distributed for this work of beneficence to the mind and soul. In the employment of this sum you will bear in mind the advantages which may be derived in a large city from the establishment of infant schools. You will, moreover, give proper directions in the provinces for the study of the important subject of the education of the people. I desire that the representative of the Government, the municipal

authorities, and associations of citizens, may be by your efforts encouraged and aided in the promotion of this work of Christian and civil progress, to which, both as men and rulers, we owe the most solicitous care.

VICTOR EMMANUEL."

5. EDUCATION IN BRITISH COLUMBIA.

A reverend correspondent of the *Christian Guardian* writes from British Columbia as follows:—"Miss Woodman has continued her school since I last wrote. From this it will be discontinued till after the holidays; but the two young Chinamen, who were in attendance, come and receive lessons from Miss Woodman in the evenings. They are getting on well with their studies. Although there are not many children here, I regard it to be of vast importance to be forward in the work of education. We are trying to get some kind of a government system of instruction for this colony, and I shall exert what influence I can to have it modelled, as near as circumstances will allow, after the common school system of Upper Canada.

6. EDUCATION IN ALGONA.

Col. Prince, in a recent address to the Grand Jury, referred to the want of schools for the education of the children, a number of whom are seen in idleness about the streets in summer, whose only ambition appeared to be to gather berries in autumn, shoot small birds and squirrels with bow and arrow, or snare rabbits, growing up in ignorance, their parents, in the majority, no better educated than their children, therefore incapable of teaching them, exuberant of immorality and crime; and he requested that the inhabitants should unite to organize a school, especially as there was a commodious school house in course of erection, by the voluntary contributions of the inhabitants, and said he was willing to give the movement his hearty co-operation.

7. EDUCATION IN THE STATE OF NEW YORK.

The Governor in his late message to the Legislature, says:—

"Our Educational system is justly the pride of the Commonwealth. Granting to all a thorough course of common school instruction, New York fully recognizes the duty of the state to educate her children. Depending for their stability and perpetuity, as do our institutions, and the safety of life and property upon the intelligence and moral worth of the people, it becomes a matter of the first importance to retain, unimpaired, so far as may be, the plan which thus far has been productive of such inestimable benefits. The provisions of our laws as they affect the school system are generally approved, and should not be lightly disturbed. It is bad to commit errors in financial and political policy, but infinitely worse to do so in matters pertaining to the education and future happiness of our children. Although heavily taxed, our people show no disposition to avoid assessments for the support of schools, and it may be remarked as an evidence of their liberality, that more than thirteen hundred thousand dollars are paid out of the public treasury annually for this purpose. The Superintendent of Public Instruction, who, in the discharge of his duty has visited nearly every portion of the state, will submit to you in his annual report many interesting facts and conclusions respecting the workings of the system; and that in the improved style of school houses, the qualifications of teachers and the general improvement in other respects, we have proof that these educational advantages are appreciated by the people.

The academies of the state, under the supervision of the Regents of the University, are in a condition of advancing prosperity. Their reports for the last year show an increase in the number of pupils over those of the preceding year, and an advance in the course of instruction. They furnish an education well adapted to the practical purposes of life, and provide especially for the rural districts, a large portion of the teachers of the common schools.

The colleges, in all that contributes to the highest classical and scientific education, have attained a high position, thus relieving our citizens from the necessity of sending their sons to the institutions of other states."

8. THE PUBLIC SCHOOLS IN THE CITY OF NEW YORK.

The annual report of the City Superintendent of public schools shows that there are in the city of New York fifty-one Grammar Schools for boys, fifty for girls, fifty Primary Departments, and forty Primary Schools; Free Academy for boys; three Normal Schools—one for female teachers, one for male, and one for colored teachers of both sexes; twenty-three Evening Schools for males, twenty for females, and two for colored persons, male and female; and ten Corporate Schools, sharing in the distribution of public money.