

were full and efficient. 1,000 children were in daily attendance, and 26 pupil teachers had been apprenticed. The normal schools had been in vigorous operation; 116 young men and 134 young women had attended the classes. Of the entire number (250) no less than 153 had been appointed to schools. Difficulty was still felt in obtaining candidates who were sufficiently educated. 54 new schools had been opened, providing accommodation for 7,000 children. 81 grants of material had been made to schools, either at home or in the colonies. 22 ragged schools had been assisted. 24 schools had been supplied by temporary masters during the illness or other necessary absence of the teacher. The inspection of schools had been diligently carried out throughout the county, and public meetings had been held for the diffusion of education—335 visits of inspection had been made in London and the immediate neighbourhood—437 towns and villages had been visited by the agents of the society, and 54 public meetings had been convened and well attended. In the district of Lancashire alone, more than 80 teachers were labouring who had been trained by the society. In this district 30 schools had accepted government pupils. The depositary and publication department had prospered, the amount of sales being very considerable. The schools generally were regarded as flourishing, provident funds and savings' banks spreading among them. A strong opinion in favour of the working of government aid was given by all who had accepted it, which had decidedly been of material benefit to the British and Foreign School Society. The foreign operations of the society had been extensive; schools had been aided in Canada, the West Indies, South Africa, the Mauritius, the East Indies, Australia, and the South Seas. The expenditure of the society still exceeded its income, on which ground an earnest appeal for new subscriptions was founded. The advantage of government aid, as stimulating and not depressing voluntary efforts, was powerfully urged, and the scriptural character of the instruction afforded by the society was prominently brought forward. The Society's income during the year has been £12,963, 9s. 8d., and the expenditure £13,125 18s. 1d. But, as more than £2,000 of income had been derived from the receipts of legacies, the necessity for increased donations and subscriptions was obvious. Dr. Lushington moved the adoption of the report. Earl Waldegrave seconded this resolution, which was carried *nem. con.* Earl Fitzwilliam moved the second resolution:—"That this meeting, fully estimating the value and importance of the society's operations, rejoices in its continued prosperity, and pledges itself to renewed exertions for its support and extension." This was briefly seconded by the Rev. G. Clayton, supported by Mr. Samuel Gurney, and carried unanimously. The Rev. Dr. Duff proposed, and the Rev. Dr. Ryerson, of Canada, seconded, a resolution of thanks to Her Majesty the Queen and his Royal Highness Prince Albert, for their continued favour and munificent support. This motion was also carried. A vote of thanks having been passed to Lord J. Russell and the Duke of Bedford for their patronage and support. Lord J. Russell rose and said—I beg leave to return you my most hearty thanks for the vote which has just been passed.

With regard to another society, which is not yet established, but which is now endeavouring to make way, and rests upon secular education only—I should say again that this society has a great degree of superiority over that ground of education, because it takes the religious elements of man, by which he is to guide his conduct here and on which he is to found his hopes hereafter. Commending, therefore, as I am quite ready to commend, the efforts made by all other societies, I think, upon the whole, that we have not only chosen that which is best, but that which is best suited to the great majority of the people of this country. That we have not made greater progress, though this society has existed between thirty and forty years; and that, notwithstanding the efforts which have been made, the people of this country are not more generally educated, is, I think, a source of deep mortification. Having myself had the conduct of that part of the business of education undertaken by the State, I have always felt that it was a great misfortune that the difference of opinion prevailing prevented us from combining all into one more general system of instruction. But, however that may be, I at the same time, hope and believe what has been done by the Government of this country has not been without its effect. I think it should be acknowledged that the first grant proposed to Parliament on this subject was a grant of £10,000, which arose from the suggestion of a tried friend of education, and one of the early founders and patrons of this society—I mean my noble friend Lord Brougham. It should be said, likewise, that on proceeding further we found that while the treasury could undertake to distribute the sums allotted, it was impossible for the treasury, from its constitution, to make any difference between schools of one kind or of another—between schools which might hope to lay the foundation of permanent instruction, and those which were mentioned to-day as being founded and raised by one man, but which, in a few years fell into decay. It was therefore proposed (and I took a great part in the arrangement) that there should be a special committee of the members of the government appointed, who should make the distribution of these grants a matter of inquiry and examination, with the view both

to improve the quality of education, and to see that all the money distributed for the public grants was laid out with advantage for the permanent welfare of the country. The system has been under the direction of Lord Lansdowne, who has devoted great attention and labour to this subject, and, as I believe with the assistance of Sir J. P. K. Shuttleworth has contributed to the improvement of education in this country. I will only say further, that in returning to this place, which I have done with great pleasure, and in observing the progress which has been made in your schools, and the great success which has attended your efforts, I cannot but recollect, in former days, attending other meetings of this society, and having seen men of eminence, men, of piety, men of unwearied benevolence, who are now taken from us. At the meetings of the British and Foreign School Society I have seen Wilberforce pouring forth in his eloquent language and silvery voice his commendation of scriptural education. I have seen my late excellent friend, the Bishop of Norwich, with his zeal and energy, enforcing the doctrines which he thought right, and never concealing the sentiments of his heart. I have been here many years with one now taken from us—a friend whom I greatly valued; I mean the late William Allen, who took a part in this society, as he did in all other acts of benevolence, and I cannot but lament that we have these men no more. But I trust that a younger and active generation will supply their places, and that you will see, not only this society flourishing, but that the exertions making in the cause of education—as prejudices are dispelled—as men are brought nearer to one another—will, at length, result in a more general education of the poor. I feel that this is the time in which such efforts ought to be made. It has been said by some who have spoken to-day, and with great truth, that a parent is responsible for his children, and he should be called on to see that no son or daughter of his was ignorant of the truths of religion, nor of their duty to God and man. But, on the other hand, I think it might be said with great justice, that the parent has had some excuse who was unable, without the aid of his children, to obtain sufficient bread for his family, or a home to shelter them from the inclemency of the weather, or clothes to dress them. These are wants which a parent might justly allege as grounds why he could not afford to give his children that education which they might otherwise reasonably demand. But I trust and hope, that as comforts are increasing—and I believe the means of the great mass of the people are greater than they have been, of providing for their necessities and comforts of life.—I trust and hope that you will perceive them more anxious for education. I think that there is not wanting in the people of this country the desire of all moral and spiritual good, and that they will be anxious, when they have the means, to confer those blessings on their children. (The noble lord sat down amid great cheering.) The meeting then separated.

## SWEDEN.

*Education in Sweden.*—The London *Watchman* publishes a full synopsis of educational operations in Sweden, translated for its columns by the Rev. George Scott, formerly Wesleyan missionary in that country. It appears that so late as ten years ago Sweden had no national system of education, and there were upward of a thousand parishes without a single school. Yet even then it was difficult to find a young person who could not read; that part of instruction being sedulously cultivated under the parental roof. Since then a national system of education has been introduced. The population of the entire kingdom is estimated at 3,358,867. The number of children of "school-age" is, 436,678. Of these there are in fixed schools, boys 81,422, girls, 62,104; in ambulatory schools, boys 67,120, girls, 59,058; in public academies (including the lower grammar school, the gymnasium and the university) 6,228; in private schools, boys 7,087, girls 10,378; taught at home, boys, 55,827; girls, 73,169. Total under instruction, in schools 293,397; at home, 129,996. Without instruction 14,285 of 436,678. The report states that 19,883 i. e., 13,119 boys and 6,764 girls, have acquired above the minimum amount of instruction fixed by the statute. Sunday Schools as known amongst us, could not be said to exist ten years ago, but now they seem to be generally introduced, and are attended by 13,177 boys, and 12,541 girls. Teachers, in fixed schools, examined 1606, unexamined 501; in ambulatory schools, examined 682, unexamined 669; in all, 3,458, of whom 218 are clergymen, and 690 organists or parish clerks.—[N. Y. Commercial Advertiser.

## INDIA.

*The Punjab.*—The population of the Punjab is 2,500,000. Education is carried on extensively; at the present time, there are 1,385 schools, and 11,500 pupils. Sixteen of these schools are Mahometan girls' schools. The trigonometrical survey of India has just been published, the results of which will be most important to maritime geography. The conclusion of the trigonometrical survey may be expected in six or seven years. The grand total of area triangulated amounts to 477,044, and the grand total cost to 34,12,737 rupees, or about £312,339.