

urbanity; and mutual desire of pleasing would give smoothness to their behaviour, delicacy to their sentiments, and tenderness to their passions. Married women in particular, destined by nature to take the lead in educating their children, would no longer be the greatest obstruction to good education by their ignorance, frivolity, and disorderly manner of living.—*Lord Kaimes.*

Educational Intelligence.

BRITISH AND FOREIGN.

THE CLOSING KNELLER-HALL NORMAL SCHOOL.

This important training college is about to be closed. It was an institution well situated for salubrity and proximity to the metropolis, well provided with educational appliances, conducted by a gentleman of such acquirements and energy as Mr. Temple, and seconded by talented assistants, open also nearly gratuitously to students of ordinary diligence. We need not however, look very far for the causes of failure in regard to the number of students trained; and that is the only defect urged against Kneller-hall. It has trained a staff of teachers thoroughly efficient for the discharge of their duties; indeed, this normal college has distinguished itself among the most successful for results in the work of training. Most of the teachers from Kneller-hall filled their intended positions as teachers in reformatory and union schools. A legal agreement on the part of the student to continue not less than five years in his special vocation was proposed, but in only one instance, we believe, enforced. The feeling of gratitude for such an education does not appear, however, to have been strong enough to induce many of these teachers to continue in their vocation for the specified number of years. How was this? Simply, we apprehend, from the absence of any attractions and the presence of much that was repulsive in the union schools to which they were sent. However reprehensible, indeed, may be the desertion of the object for which these students were specially trained, we do not see why they should be judged more severely than the young men from other normal schools, as the education in most of these institutions has been nearly as gratuitous as at Kneller-hall; and the vast number of teachers who have been trained, but have relinquished the vocation, is indeed astonishing. The records of our largest educational societies prove that for one teacher who continues in the profession, twenty have left it. The cause of this is as obvious as that for the diminution of handloom weavers; they can get a better living in other employments. Lawyers, doctors, and clergymen generally remain in their professions. It would really be absurd to expect schoolmasters, more than any other class, to possess a monopoly of self-devotion and any other self-denying virtues. A few years ago it was a subject of just complaint that the education of pauper children was truly lamentable and discreditable. Surely voluntary effort and local self-government had plenty of time to remedy this evil. We believe that it was owing to the Government that the necessity for any education to these neglected pauper children was insisted on. At first indeed, Government interfered as little as possible, and merely required the guardians of a union to select a schoolmaster. In many cases these gentlemen appear to have made such a selection on the ground of in-competency. Under such circumstances we need not be surprised that the Government Inspectors found the education of the poor little ones to be painfully ludicrous. Better schoolmasters were indispensable; there was no hope of these being forthcoming, from the paucity of numbers that attended the then indifferent normal schools. Government was thus driven to devise some expedient for the supply of teachers: Kneller-hall was for this purpose established, and was perfectly successful in training efficient schoolmasters for the special service of unions and reformatory schools. It was soon found that there would be a considerable waste of teaching power and expenditure in confining an efficient schoolmaster to the teaching of some twenty or thirty children of a single union, and, for this as well as other important reasons, the formation of large district schools was contemplated, in which children from several unions might be collected, and not only economically taught, but effectually removed from the contaminating influences of adult paupers. This most essential part of the plan was never carried out, and hence the failure of Kneller-hall. The sooner, however, we have courage to look at one fact, not merely from the example of Kneller Hall but from the general practice, the better—that unless all classes of elementary schoolmasters be paid very much better than at present, there will be but little hope of the worthy and talented members remaining in a profession to which we owe so much more of honour as well as of emolument than we now give.

UNITED STATES.

ESTIMATE OF MONEYS TO BE RAISED FOR SCHOOLS IN 1856.

The Board of Education have submitted an estimate of moneys required for our common schools for 1856. The following are extracts:—

It is provided that the Board of Supervisors shall raise annually, by tax, an amount sufficient to support the state common schools, and also one-twentieth of one per cent. of the value of the real and personal property of the city.

The estimates of the several bills thus provided for, are as follows:—

1st. The amount apportioned from the Common School Fund of the State by the State Superintendent of Public Instruction; and it is shown in the notice to the County Clerk to amount to.....	\$132,711 68
2d. An amount to be raised by tax equal to the sum specified in the said notice of the State Superintendent of Public Instruction to the County Clerk.....	132,711 68
3d. A sum equal to one twentieth of one per cent. of the real and personal property in the City of New York, liable to be assessed thereon.....	\$243,499 00
Total.....	\$508,922 36

The sum of \$508,922 36 is the amount provided by law, without the action of the Board of Education, for the purposes of common school instruction. In addition to these, the sixteenth section provides that the Board of Supervisors shall also raise and collect at the same time, and in the same manner, such additional sum or sums as the Board of Education shall have reported to be necessary for the purposes mentioned in the first subdivision of the third section of chapter 386 of the laws of 1851.

This Board, therefore reports, that the whole number of pupils who have actually and been taught in the schools entitled to participate in the apportionment during the preceding year, is 128,608, which at four dollars each pupil, amounts to \$514,432. This added to the amount provided by the fifteenth section of the said act, makes \$1,023,354 36, as the aggregate sum allowed by law to be raised for school purposes for the year 1856.

Under the provisions of the third section the Board of Education proceeds to report to the Board of Supervisors and to the finance commissioners, in accordance with the seventeenth section of the amended charter of 1853, that there will be required during the year 1856 for the purpose of meeting current annual expenses of public instruction in said city, to wit:

For Teachers' Salary.....	\$475,000
For support of Free Academy.....	43,000
For support of Normal Schools.....	10,000
For support of Evening Schools.....	30,000
For salaries of Superintendents, Clerks, and Assistants.....	19,000
For rent.....	10,000
For repairs of the Free Academy.....	2,000
For incidental expenses of Ward Schools.....	75,000
For books, stationery and supplies.....	80,000
	\$744,000 00
For purchasing, leasing and procuring sites, for erecting buildings, enlarging and repairing the buildings and promises under the charge of the Board of Education, and for the Support of Schools which shall have been organized since the last annual apportionment of the school moneys made by the Board.....	119,354 36
For deficiencies in the moneys of the Board of Education, to meet the expenses of the School system for the years 1853 and 1854.....	160,000 00
Total.....	\$1,023,354 36

The above sum of \$1,023,354 36 comprises the whole estimated amount of money required for school purposes by the Board of Education for the year 1856.—*N. Y. Commercial Advertiser.*

PEOPLE'S COLLEGE.

The City of Troy has subscribed \$110,000 to endow a College for the People, to be built in that city, and \$54,000 additional has been subscribed in other parts of the State. It is necessary to raise the sum to two hundred thousand dollars before regarding the enterprise as complete, as it is intended to make the Institution second to none in the Union. This enterprise originated with the Methodists, but gentlemen of all denominations of Christians share in its benefits, and contribute to its funds. The President is Hiram Slocum, Esq., of Troy, and the leading men in the various congregations at Troy are among the Board of Directors and officers.