

phy, it comprises political economy, the natural sciences, mathematics, history, etc. Here there is a teaching corps of a hundred men! When shall America present a similar example of educational enterprise and liberality? And this grand institution is sustained by the little (though called the "Grand") Duchy of Baden, which is not much more than half the territorial size of Vermont. And should it be added, in order to give a still more correct idea of German interest for education, that this little state, or Duchy, has another renowned university at Friburg (more than four hundred years old), besides seven of what Americans called colleges, (gymnasias, etc.), four Normal Schools (for the education of teachers), twenty-six Latin and high schools, and about two thousand primary schools for the common people. This is but an example of German devotion to learning. Other sections of the country are equally advanced in this highest part of civilization. We have seen it asserted that all the faculties of our New England colleges comprises not as many professors as lecture at the single University of Berlin, and that all the colleges of the United States combined, could not furnish such cabinets and libraries as the universities of Berlin and Munich possess. It is this appreciation of education that is fast rendering Germany the predominant power of Europe; that has given her the richest literature of the last and present generations; that has dotted her territory with twenty-four great universities (in which there is a student for every 2,700 of the population) and more than 400 gymnasia or colleges, besides almost innumerable high academies of technology, mining, etc., that has scattered among her people more than one hundred and fifty public libraries, with about six millions of volumes; that has rendered her savans the supreme authorities of the learned world, and in Prussia has left but two and a half per cent. of her children, between seven and fifteen years old, out of the public schools. The greatest European power of the future seems to be passing into the hands of Germany, and her education is the best guaranty of destiny.

2. ENGLISH EDUCATIONAL REFORM.

Four great points of reform in public education now employ the attention of England. On each point the new Liberal ministry will be expected to act.

1. A National system of common education. There is none now. The "National Schools" so called, are simply church schools under the direction of the establishment. Few who are not Episcopalians take any interest in them. Not hoping for any change in a great while the Dissenters of all classes have been supporting their own church schools. They have misunderstood and dreaded the American system—"secular schools" as they term them. But better information have inclined them toward such a system which has long been earnestly advocated by such men as John Bright.

2. The utilization of the funds of the "endowed schools" for higher education. These "endowed schools" are many, and of various rank. Nine of them are known as the Great Schools, viz: Eton, Rugby, Harrow, Winchester, Westminster, Charterhouse, St. Paul's, Strewsbury and Merchant Tailor's, where young men are fitted for the Universities. The whole is 3,000. Of these 782 "were intended to give, or do actually give, a higher education than the National or British Schools, or were intended to educate, or do now actually educate, that part of the community which usually requires such a higher education." But they are almost all in the hands of Episcopalians. Eighteen of them were established before Henry VII, one as early as William II; only twenty-three have been established during the present reign. "Christ's Hospital," one of them, has an income of over \$300,000 a year; Bedford, \$75,000; King Edward's School, Birmingham, over \$60,000. Nine of them have over \$15,000 per annum. The boys educated at them number 36,784, while the middle and upper classes contain 360,000 between the ages of five and fifteen. It is proposed to re-distribute the endowments through the country, only 304 towns having such schools, and 228 being without, to supplement their income by moderate tuition, and apply other charitable funds now perverted, to the same purpose.

3. The opening of the Universities to those who do not adopt the XXXIX articles of the church of England. Dissenters are now excluded from the use of the foundations in the Universities, though since the opening of London University they can obtain "honors" by passing the proper examinations. This many have done. But no Non-Conformist can become a Fellow or Professor, or take any part in teaching. A great many "Liberal" members of the established church are in favour of this reform. Even Episcopal clergymen ask that the Universities may cease to be sectarian and become national.

4. The admission of women to the benefits of the Universities. Examiners sent down into the prominent towns from Oxford and

Cambridge are already allowed and authorized to examine girls. As the certificates of these University examiners open the way to more profitable employments in life of various kinds, they are greatly prized. London University has now established a more complete system of female examinations. The compulsory subjects are Ancient languages, English language, literature and history, mathematics, natural philosophy, and chemistry or botany. An option is allowed in modern languages; in Latin Cicero "de Amicitia," and "pro Archia," must be translated; in Greek the ten books of Homer's "Odyssey;" in English literature Shakespeare's Merchant of Venice, Milton's Comus and Lycidas, Addison's papers on Milton and the history of English literature from 1750 to 1790; in mathematics, arithmetic, algebra as far as simple equations, and the first book of Euclid. In chemistry, the general laws of the science and the non-metallic elements. The first examination will be in May, 1869, and each candidate must have completed her 17th year. Fee, two pounds. If she fails, the fee is not returned, but she can try two more annual examinations without a fee.—*Iowa School Journal.*

3. COMPULSORY EDUCATION AS A SYSTEM.

At the recent sitting of the Western Social Science Association, at Chicago, a paper was read on compulsory education by Mr. Ford, of Michigan. The following is a synopsis taken from a letter of a correspondent of the *Toronto Globe*. His arguments in favor of compulsory education were stated as follows:—

1. The parental rights are not proprietary rights but rights of guardianship.

2. The State by enjoining obligations on its citizens assumes the corresponding duty to see to it, that through proper education, they are enabled to perform the same.

3. The State has the right of prevention as well as of punishment, or, in the terse phrase of Macaulay, "He who has a right to hang, has a right to instruct."

4. If any citizen may demand of the Government, the provision of all the requisite facilities for a liberal education, may not the Government with equal propriety, demand of every citizen that he shall avail himself of these facilities.

5. The State has the right of self-preservation and of perpetuity. Education is necessary to liberty and hence may be compelled.

6. The aim of society is the protection of individual rights. The child, equally with the adult, has a right to this protection. Education is as necessary to the child as food.

7. Education is an indispensable qualification for citizenship in an educated community. The State has therefore the right to insist on this qualification, &c., &c.

Wherever education is not made compulsory, the proportion of non-attending children is lamentably large.

In Maine, in 1864, 44 per cent of the whole number of children between 4 and 20.

In Vermont, in 1865-6, 50 per cent.

In New Hampshire, in 1862, 68 per cent.

In Connecticut, in 1862, 47 per cent.

In Rhode Island, in 1863, 41 per cent.

In Pennsylvania, in 1863, 66 per cent.

In New York, in 1866, 67 3-10; West Virginia, in 1865, 75 per cent; Kentucky 51; North Carolina 55; Georgia 26. In Louisiana but 3 of the youth of the State attend the public schools.

In Illinois, to the credit of our State be it told, but 18 per cent of our population neglect attendance.

It was estimated, in 1856, that there were two millions of children in the United States not attending the public schools, while the number in attendance was one million eight hundred thousand.

In Sparta, children were under compulsory education from the age of 7. In Persia, in Scotland, in the reign of James I., and in France in the 16th century, the same. The French Republic, and Frederick the Great insisted on compulsory education. In the States of Germany, Portugal, Switzerland, Holland and many other European countries, education is obligatory. In Massachusetts, the law is in operation and works admirably. In Boston only 13 per cent of the children are uneducated.

Two papers were submitted on the "Instruction of Deaf Mutes," by Prof. Gilbert, of the Illinois, and Dr. McIntyre, of the Indiana State Institutions; the former advocating the lip and articulation system, the latter the system of "signs."

4. DR. GUTHRIE ON RAGGED SCHOOLS.

Dr. Guthrie's name has become a "household word" on this side of the Atlantic, almost as much as on the other, far beyond the denomination of which he is so distinguished an ornament. As a