

schools tuition is the cheapest, the average paid to teachers being but forty-four and a half cents per month for each one attending school; while in the State—including the graded schools—the average was fifty-one cents. This is because, in the graded schools, the whole number of pupils average sixty-one to each teacher; and in the state at large, but twenty-six. The aggregate expenses per scholar were greatest in the graded schools, because they averaged terms of nine months during the year, while the average in the State was but six and two-tenths months. The latter was never exceeded, and never equalled save in 1860 and 1864.

Some of the graded districts have school-houses that rank among the best public buildings in the country. Detroit has \$200,000 (it should have twice that) invested in school buildings. A few years since Ypsilanti, with a population of 3,000, built a school-house, now nearly paid for, worth \$60,000. There are twenty-eight districts that have expended, by voluntary self-taxation for school building, over \$10,000; twelve, over \$20,000; nine, over 30,000; six, over \$40,000; and five, over \$50,000.

Our means for carrying on the schools are mainly from the following sources:

1st. The interest on the Primary School Fund. This fund is mainly from the sales of one square mile of land in each township of thirty-six square miles, set apart for the purpose when the State was admitted into the Union. These lands amount to over one million acres, not one half of which is yet sold; but the fund is already but little short of two million dollars. It is loaned to the State, and pays seven per cent. per annum.

2nd. A uniform tax of two mills on the dollar of taxable property, amounting the past year to \$288,000.

3rd. Districts can tax themselves annually, not exceeding one dollar per scholar, (and graded schools without limit) for payment of teachers' wages. This amounted to \$178,140 the past year.

4th. Any deficiency in means for paying teachers is supplied by rate-bills, which, the past year, reached the sum of \$90,250. All the above means can be used only for paying teachers.

5th. Districts may vote such taxes as they please, within certain limits, according to the number of children (graded schools without limit), for building and other purposes. There was raised the past year \$375,000.

6th. Tuition of non-resident scholars, amounting the past year to about \$16,000.

7th. The proceeds of fines for breaches of the peace, &c., are appropriated by law to the school libraries. This law is largely disregarded; and not over \$14,000 was reported the past year.

The number of students in the Normal School, the past year, was 255. This school is doing a great work, but can reach only a small part of our teachers; and the Superintendent of Public Instruction annually holds ten to twelve Institutes, of one week each, in different localities. From 1,000 to 1,500 teachers attend these Institutes, free of tuition, and are usually boarded free by the citizens.

The number of male teachers the past year was 1,322; female, 7,476. The proportion of male teachers has been much diminished by the calls of patriotism; and some have feared the schools would suffer in consequence, from the supposed inability of females to govern large scholars. But such persons reason from a stand point of thirty years ago. The fact is, under our school law, the large scholars are more easily governed than the small ones. With the latter, the ultimate governing power must be force; but with the former, the teacher has but to appeal to the district board, which has ample power to subdue or remove any refractory pupil. The existence of this power puts "large boys" on their good behaviour, making its exercise seldom necessary, and a female can rule as well as a Hercules. As to her ability to teach, we are raising up a class fully competent to instruct in any branch pursued in nearly all the schools. Some of the graded schools, where the higher branches are taught, have had female principals whose success has been unquestionable. It is probable that the former proportion of male teachers will never be restored.

Thus the statistics indicate that our schools have enjoyed undiminished prosperity during the late sanguinary war. All our information corroborates this evidence. The reports of the district Directors have improved in completeness and accuracy; and the township Inspectors generally report improvement in discipline, thoroughness in teaching, and general progress.

Equal prosperity has attended our University (now having over a thousand students), our Colleges and Seminaries.

## 2. COLORED SCHOOLS IN THE SOUTH.

The private benevolence of the northern people is doing an immense work in the South, among whites and blacks alike. We gave the other day some account of the colored schools in Macon. The *Nation* this week reports that there were counted in Georgia,

on the 1st of March, 65 freedmen's schools, 98 teachers, 6,767 pupils—an increase over January of 3 schools, 9 teachers, and 198 pupils, notwithstanding the small-pox so interfered with the schools in Macon as to decrease the attendance from 1,222 in January to 818 in February. The last quarter, ending March 1st, has witnessed an increase of 13 schools, 36 teachers, and 2,875 pupils. Last month the freedmen in five localities contributed \$241 toward the support of their schools, and during the quarter seven localities contributed \$4,662. All this in addition to charitable donations to their suffering poor.

There are in North Carolina 100 schools for the blacks, 132 teachers, and, in the month of January, 10,459 scholars, or 2,000 more than in December. They are located in all the principal towns, and are generally regarded with favour. The teachers experience, however, the popular aversion. They and the employees of the Bureau, civil and military, amount to less than two hundred persons—a slender army of regeneration.

The American Missionary Association have now 11 colored schools in the Shenandoah Valley, with 1,800 pupils. In Lexington the collegians and populace together made strenuous opposition to establish one there. In Richmond there are 1,000 blacks attending schools.—*New York Paper*.

## 3. EDUCATION IN MEXICO.

The Emperor Maximilian seeks to promote the education of the whole people, of which he proposes that the Government shall undertake the secular part leaving the religious part to the clergy; but, inasmuch as the latter have hitherto neglected their duty, they are enjoined to begin now. The following account of the Emperor's remarkable manifesto, is part of a letter from Mexico in the *New York Times*—

"Maximilian's recent communication upon education to his Minister of Public Instruction, begins by expressing a desire that the public instruction may be on a level with that of the first nations. Education must be open to all, public, and, with respect to elementary education, gratuitous and compulsory.

"Superior education (secondary) must be so arranged as on one hand to offer to the middle classes of society a proper general education, and on the other hand the course of studies must be so arranged as to serve as a base for elevated and professional instruction.

"For elevated and professional education he considers special schools are requisite. What in the middle ages was called a university has become a word without a meaning.

"Now we come to the rock on which so many governments have split, and which he must be a good pilot to escape. I mean religious education; this he declares to be a thing which belongs to every one's conscience, and the less the State meddles in religious matters, the more faithful is it to its mission. He continues: We have freed the church and consciences, and I wish to insure to the former the full enjoyment of its lawful rights, and entire liberty in the education of its priests without any interference of the State. But, says Maximilian, a part of the church's duty is religious instruction, in which, unfortunately the clergy hitherto have scarcely taken any share. The parish priest is, therefore, ordered to give such instruction according to the books adopted by the government.

"Strict public examinations, the formation of Normal schools, and the employment of distinguished professors, both Mexicans and foreigners, are the concluding topics of the letter."

## 4. EDUCATION, SCIENCE, AND ART IN ENGLAND.

The vote for public education this year is to be £693,078 for Great Britain, and £325,583 for Ireland, an increase of £8,813 in the latter vote, and a decrease of £12,326 in the former. The number of day scholars individually examined in England under the revised code, in the year ending the 31st of August, 1864, was 523,713 out of 794,387, the average number attending the schools visited, or 66 per cent. The number of night scholars individually examined, out of 25,981 attending, was 15,627, or 60.14 per cent. The percentage of failures was as follows:—In reading, 11.87 per cent.; in writing, 13.98; in arithmetic, 23.69. In Scotland, where also the inspection and examination of schools has been conducted since March, 1864, according to the revised code, the percentage of failures was, in reading, 10.89 per cent.; in writing, 28.6; in arithmetic, 33.4. The percentage of day scholars in England over ten years of age to those over six was 39.49 upon the whole number examined; but the children who were both over ten and presented for examination above Standard III., was only 16 per cent., and who passed without failure only 11.12 per cent. of the whole number examined; these two last percentages are slight improvements over the corresponding ones in 1863, which were 14.18 and 10.09 per cent. The estimates for day scholars in elementary schools in