

National Education in Ireland, state that they do not require proof that such permanent funds exist, nor a guarantee for their continuance, as indispensable conditions previous to making a grant of salary to any school.

Mr. SHIEL, in a recent speech in the British House of Commons, made a beautiful allusion to the Queen's visit to the National Schools, Dublin:—

Amongst the most remarkable incidents that occurred when the Queen was in Ireland, was her visit to the national board—(hear, hear)—which took place (by accident of course) before she visited the College of the Holy and Undivided Trinity. (Laughter.) It was a fine spectacle to see the consort so worthy of her, attended by the representatives of the Presbyterian Church, by the Protestant Archbishop of Dublin, and by the Catholic Archbishop of Dublin—with those venerable ecclesiastics at her side, differing in creed, but united by the common brotherhood of Christianity—(cheers)—in the performance of one of the noblest duties which their common Christianity prescribed; it was a fine thing to see the sovereign of a great empire surrounded by groups of those little children who gazed on her with affectionate amazement, while she returned their looks with fondness almost maternal; and, better than all, it was noble and thrilling, indeed, to see the emotions by which that great lady was moved when her heart beat with a high and holy aspiration that she might live to see the benefits of education carried out in their full and perfect development. (Loud cheers.)

## UNITED STATES.

*Estimate for the Support of Common Schools in the City of New-York.*—The New-York Commercial Advertiser of the 27th ult. says—“A meeting of the Board of Education was held last evening. The estimates of the amount necessary for the support of schools for the year 1850 were presented. The sum total, including the provision for deficiencies of the previous year, is \$320,795. Of this sum, \$62,800 are for building and repairs of school-houses; \$15,000 for the free academy; and \$15,000 for evening schools.”

*Convention of the N. Y. State Teachers' Association.*—The fifth annual meeting of this association met recently in the City of New-York. Several gentlemen addressed the Convention relative to the state of education in their own State or County. We select the following remarks as reported in the N. Y. Journal of Education:—

Hon. Ira Mayhew, late Superintendent of Public Instruction in Michigan, gave some interesting statements in regard to the Educational interest in that State. He illustrated with great clearness the remarkable progress of the Common Schools of the Peninsula during the past five years. Mr. M. removed from this State to Michigan some seven years since, and there engaged in the occupation of teaching, which he had followed here. He was soon called to the more responsible station of Superintendent, and has fulfilled the duties of that office until within a late period. The increase of interest in behalf of Education has been wonderful. Individuals have been known to walk fourteen miles to hear lectures on the subject. At one time there were organized, in every County in the State, County Educational Associations, and the people were thoroughly aroused to the importance of the work. In the City of Detroit, eight years ago, the total value of the School property belonging to the City did not exceed a hundred or a hundred and fifty dollars; but upon the removal of the Capital of the State to Lansing, the late State House was appropriated to other uses, and is now occupied as a Free School House. The percentage of the attendance upon the Schools generally in the State has also largely increased.

M. Henri Hirzel, Director of the Asylum for the Blind at Lusanne, Switzerland, made some remarks respecting Education in his native country. He described the general features of the country, its population, languages, resources, etc., and adverted to the labors of Pestalozzi and Le Pere Girard in the cause of Education. The Educational facilities of the country were delineated in detail. Each Canton is well supplied with schools, to which the parents are required by law to send their children. The Constitution provides that every child must be educated. Three languages are spoken in the country. There are three Universities and High Schools; six Normal Schools; ten or eleven Asylums for the Deaf and Dumb; three Institutions for the Blind, and a School for Idiots.

Prof. Henning, of Knox's College, Toronto, Upper Canada, being invited to make some statements with regard to the condition of the Schools of Canada, he remarked that the geographical position and shape of the settled territory of the Canadas, being long and narrow, was not favourable to their assembling in Conventions, there were in these some good schools and good teachers. The labours of the Superintendent, Dr. Ryerson, had been productive of much good. There is a good Normal School and the teachers and professors are now engaged in forming and conducting Teachers' Institutes in the Upper Province.

*The American National Common School Convention* assembled at Philadelphia on the 28th, 29th, and 30th August. After the preliminary proceedings the Convention was permanently organized by the selection of the following officers:—Rev. Dr. Nott, New-York, President; Prof. Henry, Smithsonian Institution, Washington; Bishop Potter, Philadelphia; Prof. Griscom, New Jersey, and Prof. Thayer, Boston, Vice Presidents; Messrs. Morris and Kingsbury, Secretaries.

Bishop Potter reported a constitution and plan of permanent organization. Dr. Patterson presented a report on the subject of phonography, which was ordered to lie on the table for the present. Letters were read from his Excellency, Millard Fillmore, President of the United States, and other distinguished persons, regretting their inability to attend the Convention.

*Afternoon Session.*—Mr. Clarke, of Louisiana, made a statement of the condition of Common Schools in that State. The system of Common Schools has been lately erected. Under the old method several colleges were founded, which have received nearly half a million of dollars in donations from the State. These institutions have failed; only one College now is in existence, the Methodist College at Jackson. In 1841, the citizens of the Second Municipality of New Orleans commenced a movement which has led to great improvements. Now there are public schools in each municipality, supported at public expense, to which children are admitted free. The number of schools and scholars have greatly increased. The University in New Orleans is in a flourishing condition. The public school system has been adopted, throughout the State, though not extremely successful. The system is managed in its general details by a Superintendent of Common Schools.

Mr. Swan, of Massachusetts, gave a flattering account of the state of education in that State. There is no School Superintendent; but each town has its affairs managed by a committee, which elects teachers and directs the course of instruction. A Board of Education collect and disseminate matters which are useful to the cause. There is an officer styled ‘an assistant,’ who goes from town to town, giving useful hints and information which may be valuable to teachers. There are three Normal Schools supported by the State. Teachers institutes meet in each town at stated times. The State Teachers' Association, composed of practical teachers, meets annually. County conventions of teachers are also held annually. The state makes liberal donations to these objects.

Prof. Thayer, of Boston, gave a sketch of the American Institute of Instruction. It was not a Massachusetts association alone, but a general one. It was founded twenty-one years ago, by delegates from sixteen States. It meets annually and disseminates information by means of lectures, addresses, debates, &c., which are published in twenty volumes of the Transactions of the Institute.

Rev. S. Newbury, of Michigan, said that they had now established in that State “union schools,” in which there were four departments, ranging from primary education to that suitable for young men about to enter college—a state Normal School has been projected and will be in operation in about a year. The State University is now in a healthy state.

Dr. Cutter, formerly of New Hampshire, said that in that State all the schools are free, managed by committees as in Massachusetts, and supported by taxation. In 1840, the proportion of persons who could not read and write, was one to one thousand. The general system is managed by County Superintendents. There are County Teachers' Institutes holding two sessions yearly. The cause of Education in New Hampshire is onward.

Governor Haines, of N. J., detailed the school system in that State. There are educational institutes and societies in several of the counties. They attract considerable interest—appropriations are made by the towns for the support of schools. There are no free schools through the State—though several towns and districts have petitioned the Legislature several times for permission to raise taxes for the support of free schools.

Mr. Bulkley, of Albany, N. Y., said that in the State of New-York, in the country portions, free schools had not been universally established, though the subject was greatly agitated. In the School Districts School Libraries have been established in eleven thousand districts.

Mr. McKeon, Superintendent of New-York City, stated that in the country, free schools have been kept open from seven to nine months in the year. In the cities they are open the entire year, with the exception of the usual vacations. He detailed particulars in relation to the free schools in the City of New-York.

*Second Day.*—After the adoption of the Constitution, Professor Rainey remarked that the school law of Ohio was framed as early as 1824; but that this law is inadequate to the supply of present wants, and is about undergoing a thorough revision; that it is similar in its general features to the law of Massachusetts. The School Fund of Ohio is \$1,600,000, and the State applies between five and six hundred thousand dollars annually to schools, the remaining being raised by direct taxation. Ohio has now about 10,000 active Common School Teachers. He observed that Union schools