

and enlarging its powers and duties, and of securing the full and uniform working of the compulsory clause.—*Ottawa Times*.

5. ENGLISH COLLEGE OF TECHNOLOGY.

A Science College has just been formally opened in Leeds, England, by the Duke of Devonshire, though it has really been at work for a year. The college has already got a considerable endowment; £30,000 have been raised by subscriptions; a further endowment of £400 a year has been obtained through the Endowed Schools Commissioners, and the Clothworkers have given £300 a year and founded four scholarships of £25 a year each, for furthering instruction in the textile industries. The chief speaker was Dr. Lyon Playfair, whose leading idea was an argument for the decentralization of the higher education, and for the gradual extension of such institutions as this new college of science till they should cover the whole field of education, and be able to dispense with the provisional and very beneficial aid now tendered to provincial centres by the universities.—*Free Press*.

Sir Josiah Mason, zealous for the promotion of scientific education in the great manufacturing centre of Birmingham, in England, is about to make a further additional gift of at least £20,000 or £30,000 to his former munificent present to that town of the Scientific College, whose foundation stone was laid in February of last year. According to the *Birmingham Gazette*, Sir Josiah now transfers to trustees the value of his large manufactory, which has been purchased by a limited liability company.

6. THE EDUCATION OF ENGLISH WOMEN.

During the last few years an interesting experiment, in regard to the higher education of women, has been going on at Girton College, Cambridge; and as it has now reached a stage where, though its limits are still narrow, its success seems to be secured, it may be worth while to give some account of it. Girton College was founded with the object of filling, in relation to girls' schools and home teaching, a position analogous to that occupied by the universities towards the public schools for boys. The course of instruction lasts about three years, half of each year being spent in college. There are three terms in the year, and the charge for board, lodging and instruction is £35 a term. Every candidate for admission must pass a preliminary examination in four subjects, one of which must be English grammar and composition, arithmetic, English history, physical and political geography, and Scripture history from the New Testament; the last subject being, however, optional, as well as Latin, Greek, French, German, algebra, chemistry, botany, music, &c. The object of the preliminary examination is, of course, merely to test the capacity of the candidate for taking advantage of the education given in the college. The course of study includes divinity, modern languages (English, French and German), classics, pure and mixed mathematics, moral science (including history), natural history and vocal music, an extra charge being made for instrumental music, harmony, Italian and drawing. Degrees and college certificates are conferred on students who have shown their proficiency according to the standard of any examinations qualifying for the B.A. degree of Cambridge University. Certificates are also given for proficiency in single subjects. There are several scholarships and exhibitions attached to the institution. The religious instruction and services are in accordance with the Church of England principles, but there is a liberal "conscience clause." The college was first opened in a temporary building in 1869; in 1873 it was installed in the buildings specially erected for it at Girton, in the immediate neighbourhood of Cambridge. In October, 1874, there were 19 students in residence, and now there are 23, being two more than accommodation was originally provided for, and efforts are now being made to enlarge the scope of the institution. Several of the students have greatly distinguished themselves in the examinations.—*Cor. Huron Expositor*.

7. STATE OF EDUCATION IN EGYPT.

Popular Education is steadily gaining strength in Egypt. The number of children receiving public instruction has increased from 3,000, in the time of Mahommed Ali, to 60,000 in the first years of the period of 1866-72. The obstacles in the way of public education are, however, great and exceptional in Egypt. Among the 89,893 scholars now in the primary schools, there are only 3,018 girls, all, or most of whom are of non-Mussulman families. Thus one-half of the population of Egypt is, or has been until now, beyond the influence of education, it being one of the dogmas of the East that women are not worthy the blessings of education. The Khedive proposes to establish, at Alexandria, a great public school

for children of all nationalities, at an expense of \$65,000.—*Am. Ed. Monthly*.

One of the most hopeful signs in Egypt is the perfect mania there at present for education. It is now the law of the land that every soldier that enters the army must learn to read and write; and the officers must learn some foreign language—either English or French. The soldiers learn to read and write in Arabic (being taught by their officers), and it is not uncommon to see 5,000 studying at once. Though the pay of a soldier is very small, at first but fifty cents a month, and after a while only about \$1, yet he is well clothed and well fed, and certainly taught to read and write, if he does not know how when he enters the service.

The mother of the Khedive supports a school where 300 girls are being educated, and there are a great many schools besides this, well provided with teachers expressly for training girls and young women. So great is the change, it may almost be termed a revival of learning in Egypt.

SCHOOL OF SAVINGS BANKS IN BELGIUM.—A novel plan for promoting the habits of economy among children has been in successful operation for several years in the public schools of Ghent, Belgium. By the advice of M. Laurent, Professor of Law in the University in that city, savings banks were established in each of the schools, and the children encouraged to deposit their pennies. The wisdom of the scheme is shown in the fact that at the present time 13,000 of the 15,000 scholars attending the public schools in Ghent have succeeded in getting themselves accounts opened at the State savings banks, with about \$90,000 to their credit.

EDUCATION IN SAXONY.—It is no longer sufficient for children in Saxony to attend school until they are fourteen years old; until they are seventeen they must continue to receive instruction, in the evenings or on Sundays; the number of lessons ranges weekly from two to six, according to the previous proficiency of the pupil. Default is punished by fine or imprisonment. Pupils who attend private schools recognised by the State are held to be complying with the law. Up to the age of seventeen, a child's education is superintended by the State; at nineteen, the child, if a boy, enters the active army; after serving for three years he is relegated—first to the reserve, next to the Landwehr, then to the Landsturm, and not until he has arrived at the mature age of forty-two can he call himself a free man.

PRIMARY INSTRUCTION IN VARIOUS COUNTRIES.—M. Levasseur has read before the Academy of Moral and Political Sciences of France some figures that ought to make Governments and peoples read, mark, learn, and inwardly digest. He has analyzed the official records contributed by various countries to the Educational Department of the Vienna Exhibition. He measures the state of primary instruction throughout the world by the ratio of the number of children on the school-rolls to 100 of the inhabitants. Upper Canada, or Ontario, heads this instructive list, having 23 per cent. of registered pupils; then follows the European children in Algeria, 22.8; New South Wales, 21; the Dutch Colonies, 21; Lower Canada and the United States, 18; Victoria, 17.5; Switzerland, 15.5; Prussia, 15; Bavaria, Holland and France, 13; Great Britain, 12; Belgium, 11.9; New Brunswick, Austria and Spain, 9; Ireland, 8; Italy, 6.5; Argentine Confederation, 5; Chili, 4; Portugal, 2.5; Russia, 2; Brazil, 1.2; Turkey, 1; and Egypt, 0.2. M. Levasseur does not expect very great results from free education, because it simply costs nothing, and doubts the benefits of obligatory instruction, so long as people remain careless and indifferent towards it. He finds that attendance at school is not affected by either climate, race, or form of government, and that while certain exclusively Catholic regions in France have as many children on the school-rolls as, in exclusively Protestant countries, he avows that reading among Protestant pupils is more general, owing to the necessity of their perusing religious works.

Dr. Shaw, Fellow of Trinity College, Dublin, proposes the establishment of a school of journalism in Dublin University.

In Denmark, the Minister of Public Worship and Instruction has finally opened the doors of Copenhagen University to the ladies.

The United States Minister at Stockholm states that 30,000 pupils study horticulture or forest culture in the common schools of Sweden.

EDUCATION IN JAPAN.—Statistics forwarded by the Vice-President of Education of Japan to the Bureau of Education at Washington show a very gratifying progress in that department. In 1874, according to the returns, there were 20,608 schools and colleges, an increase over the previous year of 7,945. The number of pupils in attendance was 1,739,422, and beside the native teachers, there are seventy-eight English teachers, fifteen American,