

ability are allowed to enter the Normal department; here they must remain three years, and not only finish their course of study in an honourable manner, but also prove themselves successful teachers, or else they are not permitted to take charge of a school. Any teacher who fails to make sufficient advancement, either in skill or culture, is required to re-enter the school for further instruction. Thus the Prussian instructors are only the best of the best, and no person is allowed to teach either a public or private school without the same rigid preparation. There are four cantons in Switzerland that have never had any compulsory law, and yet education in them is said to be as nearly universal as in any of the others; because, like them, they employ none but very superior teachers.

But it is stated by good authority that Holland has accomplished what no other country ever did, as she has not one adult citizen who cannot read and write. Yet she has never had any laws compelling school attendance, but her grand success is the result of having teachers and schools superior even to those of Germany, Prussia, and Switzerland.—*M. Embree, in American Education Monthly.*

The new school law of England permits all local Boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favour of making compulsory attendance national and universal, instead of permissive. As one of many illustrations of this change, Rev. Canon Kingsley, formerly favouring non-compulsion, now advocates the compulsory principle.

The Motto of the National Educational League, of which George Dixon, M.P., is President, is "Education must be UNIVERSAL, UNSECTARIAN, COMPULSORY." At the late General Conference of Nonconformists, held in Manchester, January, 1872, and attended by 1,885 delegates, there seemed to be great unanimity in favour of enforced attendance. This assembly was as remarkable in its character as its numbers. The argument of Mr. Jacob Bright, M.P., on this subject was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance, which should be the absolute law throughout the entire kingdom.

The labouring classes are not opposed to such a law. They would welcome it. In England the working classes are asking for a national compulsory system of education. By invitation of A. J. Mundella, M.P., I attended the National Trades-Union Congress, held at Nottingham for the week beginning January 8th, 1872. That body seemed unanimous in favour of compulsory attendance. One of the leading members, an able and effective speaker, said that in large and crowded assemblies of workmen he had often distinctly asked: "Do you agree with me that we want a national compulsory system of education?" and not a dissenting voice had he ever heard from the workmen.—*B. G. Northrop, in Christian Union.*

6. WHY DON'T SOMEBODY DO SOMETHING FOR THE SCHOOLS.

What shall we do? That's the question, and a deep one too. What shall we do to elevate and push forward the educational standing of the people? What shall we do to render our schools what they should be? Shall we content ourselves with drawing out an acquiescence, "Something should be done," or languidly inquiring, "Why don't somebody do something?" Let me whisper it in your ear, kind reader—for I would not like to say it out loud, for fear of offending some lukewarm, hypocritical friend of progressive education—this is about all the great mass are doing. Yes; why don't somebody do something?

What shall they do? Let us consider a moment. First, I should say, *organize*. In union there is strength. Organize for offensive, defensive, and progressive purposes. Organize as a whole State, with subordinate organizations in every county and town. There are live men in all sections. They will band together and accomplish good if the right impetus is given. We fear not the triumph of ignorance and retrogression, if we choose our ground, fortify our camp, and keep our ranks recruited. It is the demoralized army that is easily overcome. It is the unskilful hand that gathers the poor harvest. We must initiate the aggressive, and "Push things."

Keep it before the people. Shame them out of poor school-houses, scrimping dealings toward educational enterprises, and antiquated usages. Talk, write, prove, urge, press, worry them up to duty. Stick-to-it will accomplish wonders. Induce, lead, entice, entreat, and drive them into the better way. Let them see

we are irrepressible—that we won't "down at their bidding," but are quiet fellows when we get our ends answered by their discharge of duty. This is the only way we may hope to make reform. We must go ahead, keep ahead, drive ahead, live ahead, and die ahead, then somebody will do something.

We have missionary work, plentiful and pleasing, to do for common-school education. Every district, from Kittery Point to Quoddy Head, is a fruitful field for labour. Every town, from Fort Kent to the sea, wants colporteurs of progress leaving tracts, and making tracks, that shall point toward the highway of reform. Pioneers to fell the forests of darkness and ignorance, clear the fertile fields of usefulness, and to sow the seeds of wisdom, whose crop shall be abundant. Here is a chance for somebody to do something!

Live it, talk it, act it, develop it. This is the way, the only way, and the true way. Don't wait for "somebody to do something." Perhaps somebody is waiting for you, and this through you. You cause present timidities, and, mind you, look not back; fix your eye on the goal and the promise; fix your eye on the standard of progress and turn a straight furrow. We have team enough when we get them all hitched on! Horace Greeley says, "Plough deep!"

The opposition received a partial triumph the past winter. Let us be prepared to regain lost ground another winter, and push back their lines till we occupy their camp and rout them completely. Let our whole line be put in motion for a general engagement and decisive charge. We want no forlorn hope, singled out for daring deeds, while the rest are "waiting for somebody to do something!"

If we are true men and not mercenaries, let us do our whole duty. We have need to work; it is time for action. We need to have thorough, minute knowledge of the enemy's forces, country, position, and strength. We need to study well the approaches, and take advantage of all weak points and unguarded places; get our heavy artillery into position, and be prepared always for a forward movement—never for retreat. Our starry banner, with its motto, "ONWARD," shall be planted victoriously over many a hard-won field and fortress of good-enough-as-it-is. Forward!—*J. W. LANG, in Maine Journal of Education.*

7. COLLEGES FOR WOMEN.

The late Miss Sophia Smith, of Hatfield, in Massachusetts, bequeathed by will a considerable sum for the establishment and maintenance of an institution for "the higher education of young women," designed to equal in the advantages afforded by it the colleges for young men. The trustees named in the will have purchased an eligible site in the beautiful town of Northampton, six miles from the colleges in Amherst and an equal distance from the Mount Holyoke Seminary. They have cash funds, including \$25,000 given by the town of Northampton, amounting to \$358,000. They are now seeking the means to erect the necessary buildings and the art museum without encroaching on these funds. The scheme which the Board of Trustees have adopted is a large one. The study of Greek and Latin is to be pursued as extensively as in colleges for young men; not less attention will be paid to modern languages; more time will be devoted to English literature and to aesthetics; the physical sciences will be taught so as keep pace with the scientific and material progress of the age; probably less attention than in other colleges will be given to mathematics, but more to ethics and metaphysics; facilities are to be afforded for the pursuit of special studies, and, to sum up, "the system of training will be such as to fit young women to become teachers, not only in our Sabbath-schools, Bible-classes and mission-stations, but also in our highest institutions of learning; to become writers, also, not only of articles for the daily and weekly Press, but also of standard books." This is a grand scheme, which it is safe to say will never be accomplished until the present available funds are increased several fold. We should suppose \$2,000,000 in hand would be as little as would afford reasonable promise of its accomplishment in this generation.

UNIFORM FOR SCHOOL-GIRLS—WHY NOT?—A writer in *Scribner's Monthly* does not know "why it is not just as well for school-girls to dress in uniform as for boys. There are many excellent schools in England where the girls dress in uniform throughout the entire period spent in their education. By dressing in uniform the thoughts of the pupils are released from the consideration of dress; there is no show of wealth, and no confession of poverty. Girls from widely separated localities and classes come together, and