

language for the use of the Japanese Government. It is probably the most authoritative statement of our educational system that has ever been put forth. The original draft was submitted to the scrutiny and criticism of a large number of the leading educational men of the country, and the form in which it now appears is the result of their suggestions and comments. It has received the approval and signatures of more than twenty presidents and ex-presidents of the leading colleges and universities of the country, and of twenty-three state superintendents of public instruction, besides a large number of prominent public men interested in education. The following is the statement:—

I. Education Universal.—The American people maintain in every state a system of education which begins with the infant or primary school and goes on to the grammar and high schools. These are called "public schools," and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

II. Public Schools have been tried for 250 years.—Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new state and territory which enters the Union.

III. The well-known Advantages of Education.—It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise, and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV.—State Action Indispensable.—Universal education can not be secured without aid from the public authorities; or, in other words, the state, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. The Schools are Free, are open to all, and give Moral, not Sectarian lessons.—The schools thus carried on by the public, for the public, are (a) free from charges for tuition; (b) they are open to children from all classes in society; and (c) no attempt is authorized to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools as the basis of morality; and (d) the universal virtues—truth, obedience, industry, reverence, patriotism, and unselfishness—are constantly inculcated.

VI. Private Schools allowed and protected by law.—While public schools are established everywhere, the Government allows the largest liberty to private schools. Individuals, societies, and churches, are free to open schools and receive freely any who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

VII. Special Schools for Special Cases.—Special schools for special cases are often provided, particularly in the large towns; for example, evening schools for those who are at work by day; truant schools for unruly and irregular children; normal schools for training the local teachers; high schools for advanced instructions; drawing schools for mechanics; and industrial schools for teaching the elements of useful trades.

VIII. Local Responsibility under State Supervision.—In school matters, as in other public business, the responsibilities are distributed, and are brought as much as possible to the people. The Federal Government, being a union of many states, leaves to the several states the control of public instruction. The states mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system; subordinate districts or towns determine and carry out the details of the system.

IX. Universities and Colleges essential.—Institutions of the highest class—such as universities, colleges, schools of science, &c.—are in a few of the states maintained at the public expense; in most they are supported by endowments under the direction of private corporations which are exempted from taxation. Consequently, where tuition is charged, the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favourable laws and charters.—*Illinois Teacher.*

The first normal school, proper, in France, was established in 1808, and now she has 141.

The State of Connecticut offers to every school-district which shall raise a like amount, ten dollars the first year and five dollars each succeeding year for the purchase of apparatus, reference-books, and approved library books.

GIRLS' SCHOOLS IN NEW ENGLAND.

It is a fact not generally known to this generation that girls were wholly excluded from all our schools during the first 150 years of their existence, and it was not until 1808 that the statute recognized the fitness of woman to be a public instructor of the young. At first all the teaching was done by males, and it took more than 300 years to eradicate the prejudice against the employment of female teachers. In the enlightened towns and cities of Massachusetts girls were not allowed equal privileges with the boys in the public schools until about 1830. In Boston the first attempt to open the public schools to girls was made in 1790 by Caleb Bingham, a schoolmaster in that city, one of the earliest graduates of Dartmouth College, and the author of the *Columbian Orator*. He succeeded in getting the schools open to them during the summer months, when boys were scarce! This was continued until 1830, when the schools of Boston were thrown wide open to girls and boys. The record in New Hampshire is not much better. For 160 years the good people of Portsmouth made no provision for the education of females, and no regular instruction was provided for them until 1815. The academy of Exeter, like the college of Dartmouth, was opened to Indians and closed to women. It was not until 1823 that any institution existed in this State for the special benefit of women. In that year Adams' Academy was established in Derry, with L. P. Grand and Miss Mary Lyon as teachers. The latter subsequently found a wider field and imperishable fame at Mount Holyoke.—*Nashua Telegraph.*

3. FEMALE EDUCATION IN RUSSIA.

Female education is making rapid headway in Europe. A St. Petersburg correspondent of the *Augsburg Gazette* says that lately several Russian ladies, widows and unmarried, have come to the University of Zurich to devote themselves to the study of medicine and the sciences. The authorities of the University having previously denied admission to other Russian ladies who were not able to present the necessary certificate of capacity, the ladies who have now applied had the prudence to obtain beforehand from duly qualified examining committees all the certificates necessary for their entrance to the University.

4. EDUCATION AND CRIME.

The following extracts are taken from the recent report of the Eastern Penitentiary. It is to be very much regretted that the authorities of the Penitentiary do not report the number of *good scholars* among the convicts. The possession of the mere mechanical elements of knowledge, reading and writing, cannot be expected to have a very marked influence on the tendency to commit crime:

"The state of education on reception of the 240 prisoners was: Illiterate, 54; read only, 10; read and write, 176. That many of those who are recorded as being able to read and write do so very imperfectly is proven by the fact that of the 240 only 104 have attended school, and a number of these but for a few months, while 136 never went to school.

"It is a melancholy fact that numbers of our youth are growing up in ignorance and idleness, a condition most prolific of crime, and which, too, certainly leads, sooner or later, into this or similar institutions. Are there no means by which these poor unfortunates can be reached and rescued? Cannot the State devise a remedy for the evil? It is certainly a subject for the gravest and most patient investigation for all who have the welfare of their country at heart."

The report has the following suggestive paragraph concerning the importance of an industrial education:

"In close connection with education is to be found the industrial relation of our population. A great deal has been said and written from time to time about the benefits to be derived from giving every boy in the country a trade—a knowledge of some business which will secure to him the settled means of earning a livelihood. I believe that the industrial relations and pursuits before conviction, as shown in the statistical tables of the prisoners received during the last year, will convince any one, who will give the subject due consideration, of the necessity of something being done in this direction. Of the 240 received, 216 were unapprenticed; 12 were apprenticed, and left before the expiration of the term; and while 98 professed to have worked at apprenticeable trades, 12 only were apprenticed and served out their time; leaving 86 who could have spent but a few months, or at most a year or two, at their trades, a time not sufficient for them to understand them, and for them to become a means of support."—*Pennsylvania School Journal.*