

will soon discover the advantage, if they will only make the experiment. It will soon become a pleasure. There could be no more pleasant manner for a mother to spend an afternoon (and by far more creditable to many of our city mothers, than promenading our fashionable streets two or three afternoons of the week, merely to see and be seen.) Let your children see by the interest you take in education, that it is worth striving for, that they are now preparing for future usefulness by developing their reasoning faculties and cultivating correct and studious habits of life, which for years to come, will afford them many hours of pleasant reflections, combined with the satisfaction it will give them to know that they not only have reaped personal advantages, but that in society they are more capable of fulfilling their peculiar duties which Providence has placed in their sphere of life.—*Family and School Room.*

3. MUSIC IN OUR SCHOOLS.

Let us have music, singing, in all our schools. It is pleasant, healthful and ennobling. Let it commence and close every session. Let it accompany calisthenics and gymnastics. And if at any time the pupils become listless, or restless, suspend work and sing a song. Nothing equals it to "chase heavy hours away."—*Mass. Teacher.*

III. Education in various Countries.

1. EDUCATION GRANT IN GREAT BRITAIN FOR 1862.

The vote for public education in Great Britain during the current year is the largest ever granted, amounting in all to more than £1,100,000, which is thus distributed:—£842,119 for England and Scotland, and the remainder for Ireland. The estimate is framed according to the old code, and every school admitted to aid before July next, will receive its next grant as if the system had remained unchanged; but schools admitted to aid after July, will fall under the revised code. This causes a charge of £13,500, which would, under the old code, have belonged to next year, because, while the grants to pupil-teachers were not payable at the time of their admission, the new grants obtainable for the examination of the scholars in reading, writing, and arithmetic, will have to be paid at once for the year ending at the date of inspection. In Great Britain, in 1861, the grants for building amounted to £99,506 to meet £207,043 voluntarily subscribed, and additional school accommodation was provided for 47,103 children. The pupil-teachers increased from 15,535 to 16,277, and the sum of £301,826 was paid to them, or for their being taught—a sum which brings the expenditure upon them since 1839 up to more than £2,000,000. The capitation grants, from 3s. to 6s. on children attending school 176 days, amounted in 1861 to £77,239, and the vote now to be taken is to be £86,000; the payment was made on 316,226 children, being 42.75 per cent. of the children attending 5,199 schools—an increase of 54,220 children that year. The sum of £1,177 was paid in respect of 5,686 scholars above twelve years old attending night schools (connected with day schools under inspection) on 50 nights. The number of certificated teachers in charge of schools at the end of 1861 was 8,698, an increase of 987 over the previous year; nearly £130,000 was paid in direct augmentation of their salaries, and the vote proposed this year is £142,000. The number of students in training colleges increased 21, and was 2,847 at the end of the year; the vote is £100,000, as before. Small grants are made (£1,600 will now be voted) for industrial departments of common elementary schools, having land, kitchens, laundries, or work-rooms attached to them. Uncertified ragged schools are also aided, but the grant is to be reduced to £2,500. The total number of elementary day schools visited by her Majesty's Inspectors in 1861 was 7,705, and school-rooms under separate teachers, 10,900; and there were present 1,028,690 children—an increase of 65,758 over 1860. Adding 32,481 children inspected in 442 Poor Law Schools, and 5,226 in 57 industrial schools, the total number of children was 1,066,297. Of the £813,441 expended from the public purse upon the schools of Great Britain in 1861, £495,471 went to schools connected with the Church of England, £71,358 to those connected with the British and Foreign School Society, £37,775 to Wesleyan Schools, £32,787 to Roman Catholic schools in England and Wales, and £2,408 in Scotland, which latter country also received £53,398 for schools connected with its Established Church; £38,829 for Free Church Schools, and £6,052 for Episcopal Church Schools. The establishment in London, and the inspection, cost £67,185.—*Educa. Times.*

2. EDUCATIONAL SECTION OF THE SOCIAL SCIENCE CONGRESS.

The annual congress of the National Association for the Promotion of Social Science was opened on Thursday, 5th June. In the

evening Lord Brougham, the President, delivered his inaugural address in Exeter Hall. The proceedings in the Educational section were inaugurated by an address from the Very Rev. Dr. Milman, Dean of St. Paul's. The opening address of the President of the Educational section, passed in review every phase of the subject to the consideration of which the labours of the section were to be devoted. After dwelling on the importance and necessity of national education, which he observed could not be too extensively afforded, he referred to the different systems of imparting instruction which are adopted throughout the various schools in the kingdom:—

With regard to the system of "cramming" for show purposes, he pointed out that the ostentatious exhibitions of schools, however necessary to keep up public interest—which, after all, was the most vigilant inspection—seemed to have a tendency to become mischievous. If a school examination was made a spectacle to the neighbourhood, which was to be excited and astonished in order that its support might be gained, it was too much to expect that the innate vanity of the best of men would not be sorely tempted to sacrifice to the brilliant proficiency of a few the less effective progress of the many. It inevitably became a kind of flower-show. The rare and beautiful plants would be selected for exhibition, put in the best light, and watered up to the highest perfection, while the rest were left to pine and dwindle, and grow downwards into skillfully-managed obscurity. There was, however, an education anterior to that of school—the education at the mother's breast; and as to that, they might depend upon it that the best educated female would in general be the best mother, and do her duty best to her infant children. But this, above all, should be recollected, that the first duty of national education was the health of the children. A sickly child might be very intelligent, over-intelligent, but in general, quickness of intelligence would be much affected by animal spirits, and animal spirits rested on healthfulness.

Touching the character of the education which ought to be imparted in the schools for the people, he urged that regard should be had for the future course of life which the children were likely to pursue, and that the facts impressed upon their memory should be facts which would be applicable to the whole course of that future life. Whether and how they could blend industrial with ordinary education might well occupy the thoughts of reflective men; but in the lower female schools this was especially worthy of consideration.

He was, also, well aware that many portions of teaching, in themselves appeared to teach little with regard to future usefulness, and which yet might be of great importance as exercises for the faculties; but he was at a loss to see why the two might not be combined. The memory might as well be stored with facts likely to be produced on future occasions, as with those for the application of which they might never stand in need. The subject of religion in combination with secular education, was next referred to, and here also the very rev. gentleman condemned the process of "cramming" in the matter of scriptural and controversial texts and scriptural history. He did not think that that was the way to imbue the mind with a true and deep sense of religion. Let the Bible be in their schools, but let them keep it in its proper place. Let them not make it at the same time a spelling-book and a prayer-book. They should try to make the child a Christian, not a theologian, and should remember that to repeat religious words by rote was not to become religious. In conclusion, the very rev. president congratulated the section on the decided progress which education had made and was making throughout the country.—*London Educational Times.*

2. ENGLISH AND AMERICAN SCHOOL GIRLS.

Anthony Trollope, in his new book on America, thus speaks of our school girls:—"I do not know any contrast that would be more surprising to an Englishman, up to that moment ignorant of the matter, than that which he would find by visiting, first of all, a free school in London, and then a free school in New York. The female pupil at a free school in London, as a rule, is either a ragged pauper or a charity girl; if not degraded, at least stigmatized by the badges and dress of the charity. We Englishmen know well the type of each, and have a fairly correct idea of the amount of education which is imparted to them. We see the result afterwards when the same girls become our servants, and the wives of our grooms and porters. The female pupil at a free school in New York is neither a pauper nor a charity girl. She is dressed with utmost decency. She is perfectly cleanly. In speaking to her you cannot in any degree guess whether her father has a dollar a day or three thousand dollars a year. Nor will you be enabled to guess by the manner in which her associates treat her. As regards her own manner to you, it is always the same as though her father were, in all respects, your equal."