

Connecticut and Utah, 4-16; Oregon and Wisconsin, 4-20; Maine, New Hampshire, Montana, and Washington, 4-21; Massachusetts and Rhode Island, 5-15; California, 5-17; New Jersey, 5-18; Michigan, Vermont, and Wyoming, 5-20; Alabama, Arkansas, Delaware, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Virginia, Colorado, Dakota, and Idaho, 5-21; South Carolina, and Indian Territory, 6-16; District of Columbia, 6-17; Georgia, Nevada, and Tennessee, and Texas, 6-18; Kentucky, 6-20; Florida, Illinois, Indiana, Louisiana, Maryland, North Carolina, Ohio, Pennsylvania, West Virginia, and Arizona, 6-21.

The total annual of income, excepting Wyoming, adds up \$82,158,915.

The total number of school population as given for all the States and Territories, excepting only the Choctaw Nation, adds up 13,875,050; the average daily attendance 4,524,496.

Science and Education.—"That education is unworthy of the name which disregards science. Not only are the knowledge and practice of scientific methods of culture essential, but all the administrative work of the educator must be brought to the test of science and practice. Equally necessary is it that all facts and statistics should be properly grouped and recorded, all methods and systems scrutinized and compared, and all the fruits of experience garnered for future instruction. These give, when understood, the science of education. In the universal adoption of this method will be found the remedy for the defects in educational systems now everywhere the subject of complaint. To reach and apply it, observations and records must be accurate, complete. The misapprehensions which so often prevail respecting the uses and methods of scientific instruction are due, in a great measure, to the lack of information extant on these subjects. Teachers, school officers, and educators generally have it in their power to supply information, and correct misapprehensions. Every addition to the record of scientific results, in whatever form, which carries conviction on these points to a mind that did not possess it before, wisely contributes to the discharge of this responsibility. The possible difference of views among careful and competent observers of the many phases of school work may suggest to teachers the care to be taken in presenting correctly what their schools do. The parents and the community should see and understand the whole precisely as it is. This is impossible without considerable effort."

Schools of Science.—The number of institutions of this class, as reported to the Bureau, is 72; the number of instructors, 600; number of students, 7,244. The number of institutions reported in 1874 is greater by 2, the number of instructors less by 140, and the attendance less by 1,606, than in 1873. The number of students in preparatory courses, is 1,252; in regular courses, 4,037; in partial courses, 268; in post-graduate courses, 51.

Schools of Medicine.—The number of schools of medicine (including dentistry and pharmacy) appearing in the Report, is 99, with 1,121 instructors and 9,095 students. The year shows an increase of five schools, a decrease of 27 instructors, and an increase of 414 students. The schools are classed as follows: 63 "regular," with 780 instructors and 6,888 students; 4 "eclectic," with 36 instructors and 303 students; 7 "homœopathic," with 122 instructors and 565 students; 11 "dental," with 133 instructors and 431 students; 14 "pharmaceutical," with 50 instructors and 908 students.

Of the 9,095 students reported, only 733 are shown to have received a degree in letters or science. The total number of volumes for consultation in these schools is only 66,611. In contrast with these, the library of the Surgeon-General's Office at Washington has 37,000 volumes and 30,000 pamphlets.

While the total benefactions to education in the country for the past year were, so far as ascertained, \$6,053,304, these several schools, which so directly affect human life, have received for the year only \$308,466, and a total income of \$24,219 from permanent funds, being almost entirely dependent upon their tuition fees which amount to \$520,593.

The Commissioner remarks that, "considering how closely these schools affect the life of every individual in the country, many of the details reported will excite surprise." (The italics are the Editor's).

Whatever of doubt may have been indulged hitherto in regard to the practical working of the Bureau of Education as at present constituted, no doubt can possibly obtain among those who may be privileged to make themselves familiar with its publications, in regard to their great importance and value; and Congress could scarcely do a more beneficial service than to provide the means for the dissemination of these publications a thousand-fold their present circulation. The whole people need be made to so realize the important features of education as herein collated, that no child may be allowed to grow up without it.—*Sanitarian.*

2. COMPULSORY EDUCATION IN NEW YORK.

New York State has had a Compulsory Education Act in force for some time. Though it has not yet had a fair trial, the Superintendents of Truancy have been enabled to report to the Boards of Education that the results have exceeded expectations, and may, with a little extended machinery, be made to answer every purpose. Since it went into active operation in New York City alone, the daily average attendance has increased by 6,515, while no less than 6,443 new scholars were added to the registers. It is believed there are about 12,000 children whose circumstances, parents or guardians conspire to deprive them of any schooling at all, but it is calculated that three-fourths of them could be secured were the Act somewhat amended. The machinery at the command of the Superintendents of Truancy is complicated and defective; still they are able to prove to the originators of the Compulsory Act that their noble objects are feasible, and that the part of the educational problem they have undertaken to solve is worth all the money that can honestly be spent upon it. The rigid enforcement of a somewhat similar Act is needed in Canada.—*Hamilton Times.*

3. DOCTORS AND EDUCATION.

At a Teachers' Institute, recently held in Providence, Rhode Island, Miss Anna C. Brackett, of New York, read a paper on the "Relation of the Medical and the Teacher's Professions." The *N. E. Journal of Education* reports the conclusion of this paper as follows:—

"It is evident that to secure the highest results the medical and educational professions should work hand in hand. We may forgive physicians their blame of us, but we cannot forgive the impediments they place in our way, and the increased frictions added to the machinery of our daily work. Am I unjust? If a child is ailing, the case is laid before a physician. In ninety-nine cases out of a hundred the physician recommends the withdrawal of the child from school. He does it without knowledge of the character of the school, without inquiry as to ventilation, the number of recesses, the ability and wisdom of the teachers. He does it without knowledge of the clothing, sleep and food of the child. He does not know how many parties she has attended, how many hours she has sat before the piano, or bent over sewing; how many hours she has spent in exercise in open air and sunlight. Does he inquire into the kind of books and papers habitually read? But these are the precise inquiries which the educator knows he should make. It is time that we should assert and maintain by our words what our daily work maintains: that there is a science of mind as well as of body, and that the terms science and scientific belong as much more of right to the students of mind as the thinking, choosing, self-conscious soul is above, or beyond, its dependent, though at present necessary instrument. This paper was listened to with delighted attention, and should have been heard not only by every physician in the land, but by the mothers who, alarmed by the one-sided presentation of the dangers attending the school life of girls, make haste to offer their indolent and self-indulgent daughters a premium for the very faults out of which they should be firmly and tenderly educated."

4. EDUCATIONAL MATTERS IN SCOTLAND.

The second annual congress, under the auspices of the Educational Institute of Scotland and the Association of Higher Class Schoolmasters, recently held its sittings in Glasgow. Mr. T. Morrison, Glasgow, presided, and delivered the opening address, which dealt mainly with the functions of the Government Inspector. Among the papers read was one on "Secondary Subjects in Primary Schools," and another on the "Centre System of Training Pupil Teachers." In regard to the latter subject, it was resolved to memorialize the Education Department to make an alteration in the Code, in order to facilitate the introduction of the system, at least as an experiment. The members of the Congress afterwards dined together. Dr. Macdonald, of Ayr Academy, presided, and delivered the opening address at the second day's sitting of the Congress, his remarks having chiefly reference to higher class public schools and their relations to the Universities. On the motion of Dr. Donaldson, of the Edinburgh High School, a committee was instructed to wait on the Lord Advocate, and in view of these schools being included in a Government measure for the amendment of the Education Act, to urge the necessity of their being thoroughly organized and equipped, and brought into proper relations with the Universities. A number of papers were read, and a series of resolutions, suggesting amendments on the Education Act, were adopted. The proposed changes were chiefly in the direction of making the Board of Education a permanent institution,