

Under such teaching, the boys studied with their whole strength, for more than an hour, with unabated interest.

The best German teachers do not use text-books in the school-room. They have the objects of study before them, and in the presence of their classes. The intuitive ideas to be used as the basis of mental activity and knowledge, are in the minds of the pupils, the language and the science are in their own well-trained intellects, and it only remains for the teachers to direct the mind in the study of the things, and give to the acquired knowledge a language, and the young pupils will be led to know facts, and general principles, and science, by their own individual activity. Books are to be used, after a time, for reference.

There are no mixed schools in Germany. The boys and girls are not permitted, as in this country, to work out together, in the same classes, the problems of science, so that they may be trained to work out together in after years, successfully, the great problem of life.

The primary schools are generally taught by the most learned and skilled male teachers, who give the elementary instruction with all the enthusiasm that this important instruction is adapted to excite. Such instruction in Germany is never intrusted to unskilled hands; nor do the authorities allow a frequent change of teachers in the primary schools. In Bavaria, the teachers continue to teach the same class from the time it enters the school until the day of its graduation. The organization of the schools, and the modes of teaching, make the German schools a happy place both for teachers and pupils. The teachers are most thorough in their work, and the pupils are trained to think until the truth connected with the subjects of study is discovered. In this way the German student is trained to thoroughness and to patience, two things not always found among the acquisitions of American scholars.

The Prussian system of education has made every man able to think for himself, for he has received at least all the culture a Prussian common school can give to him. He is a patriot, for he has been taught from early years to sing patriotic songs, and to love his native country. He is a successful soldier, for he has received in the schools a thorough and general discipline. The Prussian army is an army of well-educated men. Scarcely one in a hundred thousand can be found unable to read and write. They gained an easy victory over the Austrians, because they opposed generally intelligence, to physical force.—*J. W. Dickinson, in Congregationalist.*

2. EDUCATION IN A MILE SQUARE OF LONDON.

A square mile in the east end of London, including the worst parts of Bethnal Green and the adjoining neighborhoods, has been carefully explored, with a view to ascertain what is done therein for the education of children. The number of these between the ages of three and twelve is 30,000, of whom about 11,000 get some kind of education. In an article on the subject, the *Times* points out that to provide proper school accommodation would cost £60,000, and require a rate of 3½d. in the pound for sixty years; to which must be added the annual cost of instruction, or £15,000. How could such poor neighborhoods pay a rate sufficiently high to meet this outlay? A grave question; but here is the answer. In that square mile the sum spent on an average every year in the beer-shops and public houses amounts to £450,000! If the people would save but one penny out of eight they now spend in drink, they could raise among themselves the money required for school-buildings; and one penny in every twenty-eight would pay for the schooling. No appeals to government or to charity would then be necessary. Could a more striking illustration be presented of the power of pence?

3. NATIONAL STATISTICS OF EDUCATION.

The Bureau of Education, through Commissioner John Eaton, Jr., has just published a "Circular of Information" of seventy pages, containing the most important statistics of Education in the United States, and the names and post-offices of all the executive school officers in the United States. It was called forth by the great demand for educational statistics which has grown up with the growth of the school system of the several States. Some of the facts presented are not particularly complimentary to our vaunted pre-eminence in wide-spread diffusion of popular education. For instance, the majority in the last general election was 309,723; had less than one-fifth of the illiterate voters combined, they could have determined the election. The non-reading and writing voters outnumbered the majorities in seventeen States. The financial value to our country of a high standard of education is illustrated by statistics of its relation to the Post Office Department. Taking the standard of New England as a basis, the same use of post-office facilities throughout the country would not only make up the five

millions of annual deficit, but would create a surplus of seven millions of income, which would allow of a reduction of one-third in the letter postage. On this point Commissioner Eaton says:

"The Government is, in a sense, taxing the literate or reading population of the entire country to furnish postal facilities to those who are illiterate or cannot read and write. Indeed, the tax falls doubly on New England and middle States, comparing by sections. The first pay more postage than the average cost per capita, and they secondly pay by tax the largest share of the \$5,000,000 of deficit. If the entire population in all sections yielded the same postal income—that is, 87.7 cents per capita, as the population of New England—the Post Office Department would have no deficit, but be self-supporting, and yield a surplus of \$7,816,596 (26,257,000—\$18,440,404), or enable us to run the Post Office Department with present expense and reduce postage one-third. The total (\$18,440,404.90) of the expenses column (Auditor's Post Office Report), divided by the total population in 1860 (11,149,803), gives 58.6 cents—say, for convenience sake, 59 cents—as the average per capita which it costs to run the Post Office Department. But there is in the New England States an excess over the average per capita, in the middle States a per capita excess of 19 cents, and in the North-Western States a per capita excess of 9.4 cents, while the Coast Planting States fall 36.6 cents below the average per capita cost, and the Central Slave States fall 35.9 cents below the average per capita cost, and Texas falls to 40.9 cents below.

"The statistics of illiteracy in the Southern States are a sufficient commentary on the depressing influence which slavery has exerted on popular education. Of adults not able to read and write, Alabama has 228,152; Florida, 32,795; Georgia, 240,193; Kentucky, 161,370; Louisiana, 195,991; Mississippi, 219,487; Missouri, 104,911; North Carolina, 210,397; South Carolina, 193,561; Tennessee, 183,805; and Virginia, 303,015; while in the whole country there are 2,952,239 adults who can neither read nor write. A large proportion of these are coloured people who have been in a state of slavery. The greatest percentage of illiterate persons is in Mississippi, where it is 60.85. The percentage of illiteracy is the smallest in New Hampshire, where in every 100 there are only 2.26 persons who are unable to read and write. The next best educated States come in the following order: Maine, Connecticut, Wisconsin, Michigan, Vermont, Minnesota, Pennsylvania, Ohio, New York, Kansas, Rhode Island, Iowa, and Massachusetts.

The per capita of Internal Revenue paid is—in the Middle States, \$4.62; North-Western States, \$4.30; Central Slave States, \$2.81; Coast Planting States, \$0.08."

There is a table showing the percentage of the Prussian conscript who can neither read nor write as compared with the French. In the former it is 3.81, while among the latter it is 30.5, showing that in Prussia education is very general. More attention has of late years been given to collecting information in regard to education; and it is gradually being classified and arranged so as to be useful. The statistics now in process of collection are upon the comparative method by which they are rendered in the highest degree useful. The Bureau of Education, with its power of international communication with other countries in relation to their educational facilities, will doubtless be able to collect a vast amount of information not usually within the reach of statisticians: and, with this as a basis, we ought to see a material acceleration of our educational progress at no distant period. One drawback to sound advancement in this direction is the idea so firmly fixed in the popular mind that the United States are immeasurably ahead of all other nationalities in the diffusion of popular education. Comparative statistics will show approximately, if not exactly, the true status of our schools, and the condition of our adult population educationally. Illinois, for instance, contains nearly 60,000 adults who can neither read nor write; while Massachusetts contains nearly 47,000 of the same class; and other States, with high pretensions in educational matters, are in no better condition. If all the illiterate adults in the United States were collected into one locality of the country, they would make a State larger in population than Pennsylvania, plentifully supplied with the schools, academies, colleges, and universities that we have not yet built, and with the public libraries that have not yet been founded.—*National Era.*

4. QUEBEC EDUCATIONAL REPORT.

There seems to have been a commendable amount of progress during the time embraced in the report, though a great deal still remains to be accomplished. The increase for the year 1868 has been as follows:—

Institutions	201 additional.
Pupils	4,798 "
Contributions	\$64,325 "