

favourable to the growth of youthful obedience, and the cultivation of filial affection. In the case of the poor children, a large part of their education is acquired upon the streets and under cover of darkness. While in the case of those more highly favoured as to social status in society, either are intrusted largely to the care of nurses or servants, often of doubtful fitness for their office as conservators of youthful morals, or they are handed over to boarding schools, where they are exposed often to influences of an injurious nature. Hence private schools have often to be adopted as the next best resort, to escape the influences of contamination. But we need hardly say that, for various reasons, this is but a temporary shift—and does not fully meet the necessities of the case. If something could be done to supplement the present school system, excellent in many respects, by the addition of something similar to the Kindergarten of Germany, that which is now a desert in our community in Canada might soon be made to blossom as the rose.—*Smith's Falls News.*

## II. Education in Various Countries.

### 1. A MODEL SCHOOL APPROXIMATION.

While travelling through a central county in Kansas, I chanced to drop into a country school taught by a Mr. Riley, and I was so struck by its peculiar methods of instruction, that I cannot forbear to give the readers of *The Journal* a summary of what I saw and heard on my half-day visit.

There were about thirty pupils present, ranging from five to eighteen years, and of course, including all grades of advancement, from the alphabet to algebra. It will be impossible, for want of room, to give more than a brief summary of the principles observed and the methods of instruction practised.

#### PRINCIPLES.

1. Each study was divided into subjects in their natural order; each subject into its logical division; each division into the steps of its development; each step into lesson steps; each lesson step into lessons, each containing but *one new idea*, and so simple that the teacher could give *all* the necessary illustrations and instruction in at least *one minute*.

2. In the primary or intermediate classes no facts or principles were given to commit to memory *as a task*; memory simply recorded the use in a variety of exercises which directly or indirectly referred to the senses.

3. Every lesson was thoroughly understood and applied before the next was presented to the attention.

4. No time was wasted in trying to illustrate or explain what the pupils, on account of age or lack of experience, were unable to understand.

5. In advanced classes the principle of generalization were deduced from primary and intermediate practice.

#### PLANS.

1. Close classification in which pupils of the same degree of advancement only were placed in the same class.

2. The lessons were given in a brief, pointed and methodical manner, with no extra words to obscure the sense. In every case, when possible, the pupils repeated the illustration of the teacher with the objects in their *own hands*.

3. The text-book was used to furnish exercises for a review rather than as a manual of instruction.

4. No lesson was recited that the preparation did not in some way exercise the judgment in discriminating and comparing, cultivate neatness and taste in penmanship, correctness of orthography or punctuation, or require skill in the logical order of arrangement on the slate or black-board.

5. In recitation the teacher had nothing to say by way of assistance, but when possible endeavoured to lead the pupils to make inconsistent statements; thereby cultivating on their part entire self-reliance. Pupils were required to ask question as often as to answer them.

6. Short and prompt recitations, the average time being only twelve minutes.

7. Nearly double the usual time was given to the primary and intermediate grades, consequently not more than one-third the usual time was required in the advanced grades to make the same progress.

As a result of the above system, habits of personal industry in the school-room were secured in a remarkable degree. No special system of discipline was required, the pupils apparently had no time for mischief. Every recitation was an eminent success or a positive failure; no blundering, no helping, make-believe. Self-confidence was based upon actual ability and not on self-concession.—*Cor. N. Y. School Journal.*

### 2. BAPTIST EDUCATION IN THE UNITED STATES.

The proposal of the Educational Commission of the Baptist Church, that the denomination celebrate the coming Centennial by raising endowments for their colleges, academies, etc., has met with general approval, and has been acted upon in several of the States. State Committees have been formed to settle the plans of procedure, the college or colleges to be endowed, and to take charge of the funds. The Baptists of New York State propose to raise \$1,000,000 for the colleges at Rochester and at Hamilton. The sum of \$1,000,000 is also to be raised in Illinois for the College and Seminary at Chicago, for the Shurtluff College, and for the Baptist academies in the State. In New England five academies are to be aided in Maine, one in New Hampshire at Suffield, one in Vermont, the Newton Institution and Worcester Academy in Massachusetts, Brown University in Rhode Island, and the Academy at New-London, in Connecticut. In New Jersey, the institutions at Heights-town and at Bridgeton are to receive endowments.

### 3. THE METHODIST COLLEGE AT COBOURG.

Our readers are aware that for six years past our Methodist friends have been labouring to endow Victoria College, so as to relieve it of its financial embarrassment, and secure it as an educational institution upon a permanent footing. Towards a fund for this object, Rev. Dr. Punshon gave \$3,000, and the late Edward Jackson, Esq., of Hamilton, and John McDonald, Esq., of Toronto, \$2,000 each, Rev. Dr. Ryerson, \$1,000, and other prominent Wesleyans gave largely, and Mr. Jackson left a legacy of \$10,000 for the founding of a theological chair, which his widow supplemented with \$10,000 more, making \$20,000 for that special object. But while many subscriptions have been received, there is still a great deal to be raised and only the same people to apply to who have previously given, or had the opportunity to do so. Rev. J. H. Johnson, M.A., of Toronto, has been selected by the Methodist Conference to make this appeal, in which so far he has been very successful. It being the settled policy of the Legislature to give no more aid to such institutions, it follows that each denomination must endow its own college. The Church of Scotland has finished the work with Queen's College, and we are sure the Methodist people and their friends are abundantly able to accomplish the undertaking for Victoria. It is thought that about \$150,000 will be required, of which, we understand, about \$120,000 has been subscribed, and about \$90,000 of it paid in and invested.—*St. Catharines Journal.*

### 4. EDUCATION IN ENGLISH RURAL DISTRICTS.

The correspondent of the *London Free Press* says: "The debate in the House of Commons, on Tuesday, on the condition of education in the rural districts, is remarkable for the proofs it affords of the rapid spread of opinion in favour of compulsion as a means of securing school attendance. A few years ago the idea was repugnant to the nature of the average Englishman. The Factory Acts accustomed men to governmental 'influences,' so far as the hours of children is concerned, and many of the towns are being familiarized by School Boards with compulsion in its application to education. A couple of months ago an act came into operation, called the Agricultural Children's Act, whose object is to compel the attendance at School of children in rural districts. Its provisions are loose, and the power of enforcing it is ill-defined; and hence the attempt of Mr. Fawcett to render rural education more effective. The proposition was rejected, but the ground on which it was offered shows how rapidly we are advancing towards the realization of the compulsory idea. The old *laissez faire* doctrine is dying out. Instead of narrowing the functions of government, the tendency is to enlarge them, and there is a certain irony of fate in the fact, that disciples of Jeremy Bentham are loudest in the demand for abandoning one of the pet doctrines of their great teacher."

### 5. SCHOOLS IN MEXICO.

In the City of Mexico there are now three classes of public schools, the primary, the preparatory, and the collegiate. There are sixty primary schools, forty-nine of which are supported by the city, and the balance by the general government. The schools are attended by 6,300 children, who are taught by sixty-five teachers, at a cost of \$32,200 per annum. The primary schools are in session from 8 till 12 o'clock, and from 2 to 5 o'clock.

In addition to the elements of popular education, great attention is given to drawing, etiquette, etc., so that the Mexican children are compelled to cultivate attractive and graceful manners.