

ed, and not more than half a dozen cases for discipline have been reported to the president, and these were but for trivial offences.—*Appleton's Journal.*

THE N. Y. State Governor's Message contains the following facts in regard to the common school interests of the State :

Amount paid for teachers' wages, \$7,400,000. For school improvements, \$2,000,000. Value of school property, \$27,000,000. Entire number of school-houses 11,735. Number of teachers employed at the same time, 18,268. Number of teachers during the year, 29,491. Entire number of children attending public, private, and normal schools, 1,166,994. Number of persons in the State between the ages of five and twenty-one, 1,545,260. The State has 40 colleges, of which 22 are literary, 13 medical and 5 law. The number of academies and academical departments of union schools under the visitation of the regents is 210. The number of pupils who have passed the regent's examination has increased during the last year about twenty per cent. There is also an increase of about thirty per cent. in the number of persons who are preparing for teaching.

3. INEFFICIENT TEACHERS.

At the recent meeting of the Michigan Teachers' Association, Superintendent A. B. Curtis, of Michigan, said that in 1872, 74 per cent. of Michigan teachers were women, receiving 35 per cent. of all the wages, while 26 per cent. were men, receiving 65 per cent. of the wages. Over a third of rural teachers and no small portion of city teachers are mere boys and girls under 20, without experience or training, who ought to be studying at school. While numerous institutions are established for the higher education of young men, young women are left too much to private schools, which, being undertaken as a money-making business, are often deficient in apparatus and nothing thoroughly done. It is a mistaken idea that persons of limited acquirements are competent to teach children. The primary teachers should possess well trained intellects, models for unconscious imitation. With a magnetic power to mould the youthful mind, too many teachers lack special training. It is an anomalous fact that not half of them ever read a book on the subject of teaching; not over a fifth ever take an educational journal, and with nine-tenths of them it is not made a profession at all but a makeshift taken up without preparation and soon abandoned, the average service of teachers being not over three years. This is especially true of principals while studying for another profession, whose best energies are not given to the business, overstocking the supply, which being greater than the demand depresses wages, and drives the best talent from the field.

4. INDUSTRIAL SCHOOLS.

The following from the *New York School Journal* is in the line of much that has appeared in this journal within the last year or two :

We have read with peculiar interest a paper laid before the late meeting of the Evangelical Alliance in this city, by the Rev. E. Robin, of Paris, on the subject of Industrial Schools as preventives of crime. Imperfect experiments in this direction have been made in the United States; better trials have taken place in England; but in France the results have been eminently satisfactory. What these results are, Mr. Robin tells us in his essay. After showing that the French establishments for correctional education, otherwise called agricultural colleges, were created solely to supply the want which was felt of making a first separation in the prisons between the adults and the young prisoners, and that they laid the foundation of a first progress, of which France may justly claim the honour, Mr. Robin went on to say that "France had her excellent law of 1869 in relation to young prisoners, our special houses for children, provisional liberation and patronage, when in England the children were still mixed in the prisons with criminal adults. It was only in 1854 that the separation was made in that country, and the English have acknowledged that the adoption of the practice by them was owing to our example, and that their reformatories were founded in imitation of our Penitentiary Colonies. But having once entered on this course after us, they have made a step in advance. They soon perceived the necessity of a new separation between the children profoundly versed in evil courses and those whose errors were caused by want of a good education, including in that term religious as well as secular instruction. Three years after having separated the children from the adults, they separated these neglected children from the young criminals, by instituting for them industrial schools. In England, during the past ten years, the number of reformatories—which had previously been increasing each year—has remained stationary, the number

being then, as now, 65, whereas the industrial schools have, during that period, multiplied rapidly. In 1860 there were 40 of these, 50 in 1865, 91 in 1870, and at the end of 1872, the number had reached 100."

Mr. Robin contends, in regard to the organization of industrial schools, that they should be put on exactly the same footing as the primary schools; and that the state would thus insure all the advantages of a complete primary education to the children, who would have their share in the benefit of obligatory instruction. In short, they should be really schools, and not penitentiary establishments. This would be the first part of their education. To primary education should be added industrial teaching. A child's education is not complete until he has been made fit to provide for himself, by learning a trade or business. The apprentice school thus becomes the complement of the primary school. The city of Paris has recently instituted an apprentice school, and has thus begun to make practical, the idea that general instruction must be completed by industrial teaching. Various establishments, similar in kind, exist already both in Paris, and in the departments, known under the name of professional schools. The industrial school founded for a special object, would unite the two classes of the establishments, i. e., the primary and professional schools.

5. INDUSTRIAL OR TECHNICAL EDUCATION.

Prof. Ball, of the Sheffield Scientific School at Yale College, writes: Why is it that a majority of our apprentices are of foreign parentage? Why is it that American boys are growing too proud to "learn a trade?" Is not the cause found in the fact that our whole system of education has quite ignored an industrial life? The only legitimate result of our educational system will be the production of lawyers and doctors, or at least, clerks and school teachers. In consequence of this defect, children receive the impression that education has no bearing upon mechanics; that a trade is only manual drudgery. The result is, that our boys select the most effeminate employment in preference to manly mechanical work. When our educational system furnishes our youth with some intelligent preparation for the prosecution of industrial labour, the trades will be filled by a more cultivated class of young men, and our boys will blush to be found selling pins and needles; but they will not be ashamed to be seen using the hammer and chisel.

Prof. Ball is a strong advocate of the introduction of Drawing as a branch of instruction in our public schools. This he thinks would serve as a basis for industrial training.

The last annual report of the U. S. Bureau of Education shows that \$9,957,494 were given for educational purposes in 1872. In Connecticut, Trinity College received benefactions to the amount \$65,000, Wesleyan University, \$7,750, and Yale College, \$196,234. In Massachusetts, Amherst College received \$82,100; Harvard University, \$158,075; Mount Holyoke Seminary, \$8,500; Tufts College, \$86,000, and Williams College, \$13,635. In New York, Cornell University received \$185,000; Ingham University, \$8,500; Madison University, \$30,000; St. Lawrence University, \$15,960; Union College, \$97,500; Vassar College, \$6,000, and Wells College for Women, \$100,000. In New Jersey, the College of New Jersey received \$386,000, and Rutgers College, \$78,607.

In the Eastern and Middle States, \$1,767,800 were devoted to the construction of new College buildings, and \$863,000 for the same purpose in the Western and Southern States. Twenty-seven Colleges during the same time added new departments, showing that the advance in intellectual equipment keeps pace with architectural accommodations. The twenty-seven new departments embrace law, medicine, journalism, meteorology, telegraphy, chemistry, and theology. Twenty-six Colleges have added thirty-two new professorships.

There are other indications of progress peculiar to the times. Thus, it appears that of the 4493 degrees conferred in course during the year 1873, embracing thirty-five different kinds, one hundred and ninety-one were conferred upon ladies, who are called, in different institutions, "Mistresses," "Majors" and "Sisters" of Arts, and "Mistresses" of English Literature. The West would seem to be ahead of the East in this particular line of educational progress, for we observe that Illinois has thirteen colleges in which women have the same, or equal, facilities with men, Ohio has ten, and Indiana nine, while New York and Pennsylvania each has seven. The statistics indicate that the standard of college education, though differing exceedingly in various sections of the Union, is everywhere advancing in the amount of attainments acquired and the thoroughness of study and discipline. The whole record, therefore, is highly encouraging to those who have at heart the true development and success of this nation.