

Schools.

Physical training. Physical training is neglected, "free gymnastics" and "vocal gymnastics" being the only muscular exercises in primary schools, and they are not practised in even all the city institutions.¹

Secondary education. "The secondary education² carried on in high schools,³ academies, and seminaries to the studies of the common school adds," on the side of the theoretical command of material means— "(a) Algebra, geometry, calculus, and some form of engineering (surveying, navigation, &c.); (b) natural philosophy or physics⁴ (*i.e.* nature quantitatively considered); (c) physical geography or natural history (nature organically considered). On the side of the humanities— (a) Rhetoric, (b) English literature, (c) Latin⁵ (the basis of the English vocabulary, as regards generalisation and reflection, as well as social refinement), (d) a modern language (commonly German or French)," &c.⁶

High schools would thus seem to have, at all events as a rule, a science division, as distinct from a Latin or English division.⁷ Military drill, in addition to other physical training, is given in many of these schools.⁸

Astronomy in the larger cities is taught in high schools.⁹

"The high schools generally form a portion of the free public school system;¹⁰ the academies and seminaries are generally founded and supported by private enterprise or religious zeal, and are not controlled or interfered with by the State, although many of them are chartered by it and are free from taxation."¹⁰ They are numerous, even more so than, possibly, might be inferred from some of the official publications.¹¹

In grammar and high schools the new prominence given to drawing is noteworthy,¹² and indeed, the attention paid to it in all American schools appears to be marked.¹³

General absence of corporal punishment. A notable feature in public schools in America is the absence, to a great extent, of corporal punishment;¹⁴ and it is said, "the best teachers as a rule resort to it least."¹⁵ In city schools "great stress is laid upon punctuality, regularity, attention, and silence."¹⁶

Use of text-books. "The general system of instruction lays special emphasis on the use of text-books, &c.;¹⁷ but in many schools and systems of schools equal or greater stress is laid upon the practical method of conducting investigation for the purpose of verification and of original discovery."¹⁷

Colleges and universities. "The highest form of school education is found in the colleges and universities scattered through the country, some under the control and support of the State, but far the greater number founded and supported by religious denominations or private endowment, and tuition fees from the students. All, or nearly all of them, are chartered by the State, and their property is exempt from taxation. These institutions support one or more of the following courses: (a) Academic course, generally of four years, a continuation of the secondary education, as herein described, embracing a course in Latin and Greek, French and German, higher mathematics and some of their applications, the general technics of the natural sciences, and also of the social and political sciences, belles lettres, and universal history, logic, metaphysics, and moral philosophy; (b) a scientific school; (c) a law school; (d) a medical school; (e) a theological seminary; (f) a normal school (for the training of teachers; this is seldom found in State universities, but is usually a separate institution, founded by

¹ "Gymnasiums for grammar and primary schools are, it is believed, wholly wanting. This is a grave defect in our city system of education," Dr. Philbrick, p. 100; and for general remarks, p. 99. Again, "as yet our provisions for physical education are very inadequate," p. 101. Dr. Philbrick's remarks upon "Fire Drill" are worthy of note, p. 101. But see I.E.C., vol. 13, espec. pp. 349-376 and 385.

² For explanation of term see C. rep., 1884, pp. 215, 169 and *seq.* For comparative summary of number of institutions, with very full details, see C. rep., 1885, p. 125 and *seq.*

³ See also—
(a) C. rep., 1885;
(b) S. and R.I., 7 Oct., 1884;
(c) Q.R., pp. 449-454.

⁴ See "Circulars of Information of the Bureau of Education," No. 7, 1884, "Aims and Methods of the Teaching of Physics," by Prof. C. K. Wead, A.M., of the University of Michigan.

⁵ See also S. and R.I., 7 Oct., 1884.

⁶ See Statement, p. 16; C. rep., 1884, pp. 118, 119; and Dr. Philbrick, espec. pp. 23 and 199.

⁷ See M. rep., p. 13.

⁸ Note that Dr. Philbrick strongly recommends its general introduction, Dr. Philbrick, p. 108. "Circular of Information," No. 5, 1885, "Physical Training in

American Colleges and Universities," by E. M. Hartwell, Ph. D., M.D., of John Hopkins University, Washington Govt. Printing Office, 1886, deserves attention. The chapter on "Physical Training in Germany" should not be overlooked.

⁹ See M. rep., p. 14.

¹⁰ See also C. rep., 1885, and Dr. Philbrick, espec. p. 23; and for curious association at Boston, see S. and R.I., 9 Sept., 1884.

¹¹ See Statement, pp. 17, 67, 68; C. rep., 1884, p. 117; and Dr. Philbrick, espec. p. 23.

¹² See (a) M. rep., espec. pp. 13, 14, and 19;
(b) R.C., vol. 3, 4, 339 and *seq.*;
(c) S. and R.I., 6 Sept., 1884; and
(d) C. rep., 1884, p. 84.

¹³ Compare with N.Z. regs. of 16 June, 1885, see table 17*, in "Great Britain," *supra*.

¹⁴ See (a) M. rep.
(b) S. and R.I., 14 Oct., 1884 (and note effect);
(a) But see S. and R.I., 6 Sept., 1884, and
(b) Statement, p. 14.

Note discussion and resolution for abolishment, at State Teachers' Assoc., Cal., Dec., 26-28, 1883, C. rep., 1885, p. 25; and see New York, p. 194.

¹⁵ See, for instance, Rhode Island, C. rep., 1885, p. 245.

¹⁶ See Statement, p. 14.

¹⁷ See Statement, p. 17.