

able to send them abroad without the scholarship. In the year 1894 there were 1,004 State scholarships awarded to district primary technical schools, viz., girls, 410; boys, 594. To these have to be added the large number of scholarships given by counties and municipalities. Paris itself gave 150 in 1894, at a cost of £3,250. Scholarship holders may also be granted small sums for stationery, drawing instruments, books, etc. To those who need it, grants at the rate of £12 10s. for the first year, and £4 10s. a year afterward, are made for clothing. Taking the latest returns available (1890) of the attendances of pupils at district technical schools throughout France, it seems that out of a total of 40,572 there were no fewer than 2,139 or 11.4 per cent. who held scholarships. So that the scholarship system is playing an important part in spreading technical as well as practical and general education. The jealousy with which the republic views the competition of private schools may be gathered from the fact that wherever a district primary school can take the scholarship holder in, he or she must not be placed at a private establishment. Of the number who gained scholarships in the year 1896, only six boys and 12 girls were so placed. The number of children enrolled in the year 1894-5, attending the State schools, was 4,215,411; teachers, 148,153.

There are other features of the system besides its organic synthesis and the really practical character of its primary school instruction that give it a special significance at the present juncture. Under this system, primary education, it has been shown, embraces the very widest culture of faculty that the majority of the youth of a country can by any possibility require to fit them to be-

come wage-earners, and to give them a fair chance of pushing their way into society. And this, remember, is provided by the co-operative action of the Government with the municipal councils, without parents being compelled to pay a penny for fees, books, manual work materials, appliances for technical instruction and workshop machinery.

The following return of the various positions entered upon by pupils who, in the year 1895, left district day schools, proves that the system, although but a few years in force, is working in the direction its authors desired, and for the welfare of the country:—Percentage of the whole number of students.

Entered as students in secondary schools, 7.18; entered as student teachers in primary training colleges, 19.22; entered as teachers or monitors in primary and secondary schools, 3.44; entered in special schools preparing for different professions, such as arts and trades, agriculture or commerce, fine arts or music, watchmaking, naval trades or cabin boys, professions, etc., 8.79; entered as clerks in Government offices, central and local, for instance—post and telegraph, roads and bridges, taxes, registrative, Custom house, administrative, police, etc., 5.72; entered as employees in offices or shops, merchants, manufacturers, architects and builders and shop assistants, 25.70; entered as clerks in banks or financial concerns, 0.86; entered workmen or apprentices in industrial workshops, 19.09; returned to their families to follow an industrial career, 8.97; returned to their families to follow a commercial career, 11.50; returned to their families to follow an agricultural career, 10.68; returned to their families to follow domestic duties (girls) 29.59 per cent.

Summary of careers entered upon: