

should look with regret on the English dominions in North America. The exposition of 1878, also did much to make known in the French educational world not only the United States school system, but also to some extent the Canadian. The public schools of Paris, and in fact of France and her colonies, are free and attendance at school is compulsory. In Paris, especially of late years, much has been done for education. Not only are the children taught for nothing but even books and all necessary school requisites are also supplied at the public expense. A great number of new buildings have been erected lately, and increased attention is now paid to drawing, gymnastics, and also to the natural sciences. The teachers receive their appointment from the central authority, and seniority seems to be largely considered in the promotions. A

teacher is always sure of a position, which is not the case with us, but there is perhaps not quite so much incentive to work on his part. It did not seem to me that the teachers were, proportionately to the cost of living, as well paid as ours; however the superannuation fund provides to a French teacher a sufficiency, and obviates the necessity of his having to save very much yearly from his salary. Teaching is in France usually a life work. Normal School students are lodged and taught free of expense during their three years of preparation in that school, but they must sign a declaration on leaving that they will teach for at least ten years. Of course the schools were not universally good or well managed, and the material in some parts of the city was none of the best; still I was on the whole quite favourably impressed with what I saw.

(*To be continued.*) T.W.

"A TEACHER should never study, or read, or think himself out of sympathy with bounding young life," is a sentence we have run across somewhere. It is done, however, too frequently. The scholar, ambitious to know all things except a knowledge of the young soul before him, is apt to study himself away from what seems to him the humdrum duties of his daily toil. Such a teacher is cold, philosophical, if you please, but there is no warm side to his nature, attracting to himself the hearts of the young. We have heard men, and women, too, boast that they "left the shop behind them" when they turned the key in their school-room doors; but to the true teacher "all roads lead to Rome." The more knowledge, the more culture the teacher has, the better; but only that he may give more generously, and not that he may get more glory, or a certain personal gratification to himself.

THERE *is* a royal road to learning, Euclid and the authorities to the contrary notwithstanding. The expression is a formula of

priestcraft. It is a species of infallibility, which educational popes have arrogated to themselves. Ascham, Ratich, Comenius, Rousseau, Pestalozzi, Froebel, Holbrook and hundreds of others have protested against it again and again. It is the seal of stagnation placed upon all educational enterprise. It is the stronghold of old fogyism, and the apology for professional laziness. The ancients, with sickle in hand, might just as well have said there is no royal road to farming. There *is* a royal road to farming. The inventive genius of man has been opening it up, and, to-day, a farmer may till his thousands of acres, yet receive and entertain company, attend social and professional clubs, and otherwise enjoy life, right royally. In no department of human activity except education has this badge of fossilism been so clamped upon all originality and invention. Even religion has broken its power, and to-day human souls proclaim without fear their freedom toward God, the Bible, and eternal truth.—*National Normal.*