

jump from his counting room to the prescription desk, at the risk of confounding arsenic with calomel, and on the absurd plea that every man has a right to gain his living in any business where people will trust him. You may be sure that a professor in one of the Government colleges does not need a dictionary to translate, at first sight, a passage in Tacitus or Demosthenes; and that any lawyer you meet is something more than a blending of the pettifogger and a village bar-room politician. For the relief of the poor, the Government does wonders: there are innumerable lending banks, pawn shops at a low rate, saving institutions, asylums for the incurable, the aged, the blind, foundling and lying-in hospitals, places where children are taken care of while the mothers are at work, distributions of food and clothing, hospitals for the sick, &c., &c., all administered under uniform rules and with marvelous economy. Then the state has a direct care of all apprentices, sees that they are sent to school, receive instruction in their trade and proper treatment; by a law intended to encourage foresight and economy in the labouring classes, any workman in constant employ can secure a pension in his old age; the best seeds are provided for farmers, information is published of the most approved methods of agriculture in other countries, experiments are tried and the best agricultural education is given at the farm schools or school-farms established in every district; the workmen and children are protected, as far as legislation can do it, against excessive labour; the poor man is not prevented, by his poverty, from asserting his rights, in the courts of justice, for counsel and costs are provided for him if he has a show of right on his side. Mutual aid societies are systematized by law, bakers are restrained from making exorbitant charges for the first necessary of life, damaged provisions are not permitted to be sold, and, in the theory of the law, every child receives *gratis* an education suitable to his position in life.

Besides providing work, the Government is liberally doing what it has done every Autumn,—opening free evening schools for the workmen. The teachers in these are men of ability, especially those employed for teaching mathematics and linear drawing. The lower branches of education are not neglected, but particular importance is attached to all that belongs to cultivating the taste for beauty of form and exactness of proportion. A visit to these evening schools explains why France took more than one-third of the first class medals at the London Exhibition; a large number of the workmen in her principal cities and manufacturing towns are better educated, in all the arts of design, than the graduates of English and American colleges. If the figures on the French calicoes, muslins, and porcelains show more taste than those made elsewhere; if her cabinet work is more graceful in outline, her architecture more solid in reality and more light in appearance, it is because there are thousands of young workmen in the evening schools. I have often wished that American manufacturers would visit these sources of French artistic superiority, or that our legislatures would appoint committees to report plans for establishing similar ones in the United States. It may safely be affirmed that the French Government does more for the people, and does it more cheaply, than any government in the world. The peculiar glory of France is that she takes the child of the poor in his cradle, schools him, teaches him his trade, protects his interests during manhood, takes care of him in sickness and old age. One of the results is that for every hundred exhibitors at the late industrial fair, France received sixty medals, while England, on the same number, received only twenty-nine, and other countries only eighteen; a fact which proves that if France had colonies and foreign markets enough to keep her population employed, she would distance competition and rise to boundless wealth and power. During the late Exhibition, an immense number of workmen, in all the different branches, were sent to London, at the joint expense of the Government and the local Chambers of Commerce and Manufactures. Several hundred were sent from Paris alone. Each one received, on starting, a list of questions bearing on his own particular occupation, and intended to guide his studies of the productions of other nations. To each of them he was required to give full written answers on his return. These answers are all to be transmitted to the Minister of Agriculture and Commerce, who will have them examined, and the results reported in a convenient form. Besides the reports of the workmen, the Minister will have those of a large number of special delegates, each one of whom was charged to report on some one branch of industry. This is the true way of profiting by such exhibitions.

### GOOD ADVICE TO YOUNG TEACHERS.

We welcome to our pages the following letter from a fair correspondent:—My Dear Friend: I am sorry to learn that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man *has* done man *can* do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them *interested* in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things, you must be in your school-room in season, *yes*, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have a very interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures or shells, and if you have none that are disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—Only make them feel a wish to be in the school-room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do* really care whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you; make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school, and with much care and labor on your part, you can secure a good average attendance.

You say you have no conveniences. This certainly is a great hindrance to the progress of your pupils, but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; that will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behaviour of your pupils. You complain of listlessness and indolence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do *all* the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you chose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will encourage, and not discourage.

Say, for instance, to a pupil that you may see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.

Lead your pupils, instead of driving them; that is, all that will be led: there are some that prefer to be driven; comparatively few,