

ing so correlated that there is neither waste of teaching power nor overlapping of studies.

For instance, the French State school system is organically synthetic, rhythmic in working and largely technical in character. The State educational institutions are of three grades—Primary schools, general and technical; secondary schools, classical, modern and advanced technical; superior schools, technical colleges and universities. The administration of the whole of these, together with the duty of licensing and inspecting private schools, are functions of a central Cabinet department, presided over by a Minister of Public Instruction, who is assisted by a superior council, the Minister of Trade and Commerce, and by three directors, called respectively directors of primary, secondary and superior education. Professors at the universities, inspectors of schools and teachers are under this State department. Their tenure of office, salaries and duties are defined by law and departmental regulation. And yet the schools are not altogether taken out of the hands of the people. A large proportion of the cost of erecting school buildings and residences for teachers, as well as for the maintenance of the schools, is thrown upon municipal councils—these being empowered by law to appropriate for such purposes out of the municipal revenue whatever amount they may deem requisite. The choosing of school sites, defining the special character of schools needed within their boundaries, and an active part in the oversight of the schools are delegated by the Central Education Department to local councils and committees.

The State primary schools are of distinct types. First, there are primary day schools, similar in char-

acter to the State schools in Victoria, the object of which is to give a good general education to children resident in the immediate neighbourhood of the schools. Then there are district primary dayschools—a class of schools at present unknown in this colony—that draw their scholars from a wide area, in which general education is continued and largely added to by specialised instruction in sections. In the first place, the children are taught the principles which underlie agricultural, commercial, industrial and other avocations. Afterwards, they are taught the practical application of these principles and trained in the practice of the several occupations. Within the walls of this bifurcated type of school, French primary general and primary technical education begins and ends. After passing through the district primary day schools, pupils are fully capable of either going out into the world to earn their own living as junior workmen, or of pursuing their studies at the State Universities.

The course of instruction laid down for schools of the first-named type takes a much wider range than does the programme of free instruction here. It covers all the requirements of what is known by the term a good, secondary school, English education. Between the age of six and thirteen years, the law makes education compulsory upon children, and during that period they are all subject to examination by inspectors from the Education Department, whether under instruction at home or at school. Annual public examinations are held by the Department, at which children of eleven and over are called upon to present themselves. Those who pass get a "Certificate of Primary Instruction," holders of which are exempt from the operation of the