

for increased attention to the subject of middle-class education in England, and going into dithyrambs over the alleged superiority of intermediate education in France. It is rather too much the fashion to speak deprecatingly of the systems in vogue in one's own country, and unreasonably to bespatter with praise those that are of foreign growth. We are not sure but that Mr. Arnold makes this mistake, for, taking class for class, we incline to think that the British youth is as well catered for, in the myriad Grammar schools of England, as his French cousin is, in his numerous *Lycees* and *Colleges Communaux*. And as to their respective standards, particularly since the Private Grammar Schools of England have opened their doors to the Government Examiner, there is little cause we think, for extravagantly eulogizing the French system at the expense of the English. Mr. Arnold's opinions upon Education matters, however, claim the highest respect, and the paper deserves thoughtful perusal.

EDUCATIONAL MATTERS ABROAD.

In a practical era like the present, no branch of public education can be so important as that which has for its object the extension of natural knowledge, and the furtherance of the means of acquiring a technical education. In adding to the resources of our material civilization, no department of educational work will be more productive of substantial results; and it is to be hoped that in Canada a greater interest will be taken, than as yet has been the case, in such institutions as the Toronto School of Practical Science, and the other machinery of a practical education which exists in the country. City Industrial Schools and evening classes, for giving instruction in popular science, should be more heartily encouraged over the Dominion, so that Canada may still hold the high place which her general educational system has won for her. How keenly alive to the importance of practical studies in their educational systems the people of other nations are, the following brief synopsis of a lecture recently delivered in London by Sir Charles Reed, the present Chairman of the London

School Board, will indicate. The subject was "Technical Education as Illustrated by the Educational Department of the Paris Exhibition." Says the report, "Sir Charles took the different countries one by one, and gave a concise account of each national section, highly praising the system exemplified by Canada. Belgium, too, he praised for its attractiveness and instructiveness, the school-room shown by this country being indeed a model. Denmark has given proof of the value of instruction in home industries, and seems to have taken up the uninterrupted thread of Kindergarten teaching, so as to carry it into adult life. The education of the Danes has spread from Copenhagen into every small village of the country, and there are schools everywhere. Italy shows chiefly drawings, those from Milan, Turin, and Rome being, as might be expected, excellent. In this kingdom the Kindergarten system seems to have taken a firm hold. Japan's educational advance was spoken of by the lecturer as perfectly wonderful. There are seven grand school-districts arranged on a complete communal plan. The foreign-language schools have had a truly immense influence throughout the country, and it is a fact that every educated Japanese speaks English, generally with perfect accuracy. Russia displays evidence of surprising progress, her schools of design and women's workshops having become quite prevalent. Finland, for the first time, makes a very simple, homely exhibition, which gives proof of great work. In Norway, education is now almost universal, and the evidences at Paris are very striking. The school-house in the Swedish department is admirable, and the work of the Beehive Society, in employing young women, is excellently illustrated. The Swiss is a most modest and interesting display, the cantons being united and under the motto, 'All for one.' It is remarkable that more girls than boys are under education in Switzerland. Spain has made great advance, her schools of industry having multiplied of late. China has followed Japan to some extent, showing a scholarly refinement, but not such effective work. On Egypt a light seems to have broken, and schools are spreading on the banks of the Nile. Brazil owes much to Dom Pedro, who has turned to good account his observations at former exhibitions. Chili has made astonishing progress; and the work of boys and girls, in the Mexican section, is alike admirable. The Netherlands' exhibition is excellent, the artizan schools of Rotterdam and Amsterdam having wonderfully improved. This kingdom makes the best show of school-books. Hungary is ahead of Austria in education,