

being realized. The whole system of education is making progress, notwithstanding the many obstacles it has to encounter.

And the inevitable result of this reform will be the enlightenment of the masses; for when the individual realizes that he possesses within himself the power to build up his own education, and that for it he is not dependent on ulterior circumstances, we shall see the population at large become a thinking, reasoning people, who shall follow the dictates of their judgment, rather than be guided by impulse and prejudice.

And this, in the language of Shakespeare, is "a consummation devoutly to be wished." For, on the cultivation of the intellectual faculties, coupled with the harmonious development of the moral nature, depends, to a vast extent, the true and lasting prosperity of the state. Though the country's

coffers overflow with wealth, though her resources be unlimited, and her people rejoice in the blessing of liberty, however salubrious her climate, and fertile her soil, yet, if the people who throng her cities and who cultivate her farms, be lacking in those qualities that ennoble and refine, all her advantages, both physical and political, will not elevate her to the true dignity of national greatness.

So, as it is the people who must exalt a nation, of what immense importance is it, then, that the masses be educated. Then let us devote ourselves to our work with renewed energy, and patriotic zeal, let us employ every means in our power for the attainment of our grand and noble aim, resting assured that, by the thorough education of the youth of our land, we are laying the foundation stone of our future greatness.

LETTERS FROM A CANADIAN STUDENT ABROAD.

II. PARIS TO BERLIN.

Berlin, Oct. 23, 1883.

MY DEAR B.,—

THERE are perhaps eight to ten Lycées in Paris. They correspond to the Gymnasias of Germany, or rather both to these and to the "Realschulen," for there are generally two divisions in each; one preparing for professions, and paying the chief attention to classics, and the other teaching chiefly mathematics and the natural sciences. As is the case in Germany, so with these schools; they give an education equal in many respects to that given by our best universities. The pupils very generally in the Lycées—rather very many of them—on leaving take the degree of Bachelier ès Lettres or Bachelier

ès Sciences. So a very large number of the university students have already a degree when beginning to attend lectures. There are in Paris a number of higher municipal schools, chiefly intended for those intending to enter commerce or manufactures. The tuition in them is free, but the admission is now competition, the best pupils from the public schools entering. I am afraid these few fragmentary hints about the schools will not give you much insight into their working.

I must not forget to say a word about the libraries of Paris. Abundant facilities are afforded the student for study. Adjoining the Sorbonne—which has also a library for the stud