

to both before you can secure the best results.

With whatever good resolutions our readers may have begun the New Year, we wish them all success in carrying them out, and hope the few preceding observations may be of some assistance to them in doing so.

The burden of all we have said is contained in the pregnant words of St. Paul, which we would like to see set up as a maxim in every school-room in the land for the benefit of both teachers and scholars—

“BE NOT WEARY IN WELL DOING.”

We have merely touched upon a few matters the discussion of which is appropriate to the present season. Doubtless our readers will have many more before them as they “look before and after.” We shall be glad if they will take us into their confidence, and state them.

It is the earnest desire of those who have taken upon themselves the responsibility of continuing the publication of *The Monthly* that it should be an independent medium of mutual help and protection to the public school teachers of the country; this it can only be, to any great extent, by their cordial co-operation, and by their using it for a free interchange of their views and opinions.

PRIMARY EDUCATION IN PARIS.

Crèche is the name given to the public nursery, where poor working women can leave their infants in the morning when they go to their work, and whence they take them home at night. Such institutions seem to be, if not a necessity, a most benevolent provision for both mother and child. Attention is given not only to the infant's health and comfort, but to its physical, mental, and moral development. The nurses are chosen with the utmost care, and physicians regularly visit each *crèche* and inspect all its sanitary arrangements, as well as prescribe for the sick.

After the *crèche* come the kindergarten for the rich, and the *Salle d'Asyle* for the poor, the former distinctively German, the latter largely French. Both receive their pupils at

a very early age, and make very little attempt to grade or classify them. The number of pupils in the *Salle d'Asyle* is generally small, and as little restraint as possible is imposed upon their freedom. The school-rooms are furnished with long low benches for the children, a chair for the teacher, and usually a case in which objects used in teaching are kept, a small black-board, a stand for pictures and figures, and a few cradles for the younger ones when they grow weary. A considerable portion of the room is kept as an open space for the children to perform their evolutions and exercises in. A yard carefully adapted to, and arranged for, the purpose of a play ground is considered essential to the *Salle d'Asyle*. There is of course no attempt at systematic teaching. The little ones are taught a variety of calisthenic exercises, some of which border on the military drill, and various games and exercises. Object lessons and stories on a great variety of subjects,—often including theology and demonology,—are given at brief intervals. Learning to read, count, draw, and sing seem to be largely postponed, though some attention is given to these subjects. The underlying theory appears to be to awaken the child's curiosity, and supply it with something which will gratify it and lead it to further acquisitions of knowledge. In the oral lessons, the pupils are constantly questioned upon what they have been told, and encouraged to express their ideas in language of their own. About 25,000 children are in the *Salles d'Asyle* of Paris.

In some respects, the instruction in the kindergarten is quite similar to that in the *Salle d'Asyle*. Objects are substituted for books, the child is trained to observe the properties of familiar objects, and his imitative and constructive instincts are guided and developed in the production of articles of almost endless variety. Large quantities of these articles were to be found in most of the educational exhibits, but it must be confessed that many of them were rude, and but few gave evidence of much progress. It is safe to say that multitudes of mothers and little ones all over the world are, fortunately, engaged in the construction of just such figures