

cannot be said of the best recent authors; because their ideas are fewer, not so vivid, and hence not so strongly expressed. Their thoughts, too, are found upon too much of a level. For study we need great variety,—from sublimity to burlesque,—and we have this requirement only in our early English writers.

Let the teacher, then, who finds reading in the school-room now unprofitable, but who realizes that if he only knew how to do it he might make that study the great, vital force of our school system, set to work upon our great English masters, and he will surely be able largely to satisfy himself and the now discontented public.—*Ohio Educational Monthly.*

THE INFLUENCE OF EDUCATION ON OBSERVATION.

It has been remarked that one of the dangers attendant on education is that it may lessen men's powers of observation. There is no doubt, we apprehend, that this possibility does exist. Bookishness and absence of mind are no new fault among students. Among the more cultivated classes they have, indeed, been for a considerable time in process of diminution, and the last half-century more particularly has seen a great change in this respect. Physical science has roused students, who in former ages would have been abstract thinkers and nothing more, to careful and steady observation of external things. Facilities of travelling have acted as another stimulus in the same direction; and the love of nature has been a power over sentimental minds, and has led them insensibly from a quiet enjoyment of their surroundings to more active investigation. So that altogether the classes which at the present day have the advantage of the higher education are far more observant than were their forerunners of three or four centuries ago; and, though even now many of the mathematicians and philosophers who walk the streets of our Universities live largely in a mood of abstract thought, we must be careful of finding undue fault with this, for the inward eye has some claims not lightly to be despised. But, with respect to the mass of the nation, the question we have raised is one that deserves a good deal of attention. Popular education is still in the bookish stage; and, without complaining of what is inevitable, we may and ought to inquire whether literary study does now in the lower ranks promote that vice of inobservance which it certainly promoted in the higher ranks a century or two ago.