

fording education in every subject, from the Latin grammar and the *pons assinorum* to "the highest mysteries of Fluxius;" the *Durham University*, *St. Bees*, and other collegiate institutions of England, make up a provision for the higher education of the British and Irish people, such as no continental nation can show, and such as makes the cry about the superior provision for higher education on the continent not only ridiculous but positively an impudent falsification of fact. France has a few polytechnic institutions in two or three of its large cities; but for the higher education of the people of France, as distinct from the population of these cities, it is absolutely without provision; nor has it any provision whatever such as Britain possesses for enabling the humblest peasant, with brains and perseverance, to attain the highest scientific and other distinctions. Prussia, with all its primary educational machinery, is little better in this respect—the highest and most important at which any nation can aim, educationally—while other parts of Germany and Belgium are worse still. German education has made its Churches a by-word for sloth, empty pews, and inefficiency, and its clergy despised by the higher and hated by the lower classes; and any education of which that is a fruit can neither be wise nor worthy of imitation by Britons; nor does its industrial effects appear to have been greatly different from the higher education. Without taking into account the half-a-dozen educational agencies conglomerated at Kensington, and having their tenfaculæ for art and science education stretching into every corner of the kingdom, Britain is by no means ill provided with the means of higher education. Indeed, so great and palpable is the superiority of Britain in the appliances for enabling those with ability and perseverance, from every class of the people, and every spot in the empire, to attain the highest educational distinction, that the assertion to the contrary implies either surprising ignorance, or an astonishing amount of brass and unbounded faith in public gullability. The assertion being the reverse of correct, so far as the nation is concerned, it does not matter whether it be intentionally or ignorantly made; but it is of importance clearly to understand that it is wholly without foundation, glaringly and palpably not true; and therefore proceedings founded on the assumption of its trustworthiness are more likely to be absurd follies than wise and judicious measures.

Yours, S. R.

[We suggest to our correspondent that he is not meeting the question, as put in our pages. It has not been argued that, either in Britain or in

Canada, ample provision has not been made for the obtaining of *higher* education. The *felt* want is, a system of instruction for the working man—using the term in a liberal sense—specially adapted to his every-day wants, and his industrial pursuits. When S. R. has put his whole case before us, as he promises to do in our next number, we think there will be no difficulty in sustaining our first position, or the positions of the writers from whom we have given extracts, that "no provision has yet been made for the Industrial Education of the people" in Great Britain.—EDITOR.]

#### ELEMENTARY AND TECHNICAL EDUCATION.

TO THE EDITOR OF THE JOURNAL OF ARTS.

In my last I very briefly alluded to our Common School system, and the absolute necessity there is, that, while endeavouring to communicate knowledge for the better prosecuting of special callings in life, we should not overlook or neglect the elementary but general education, which, though not for special trades, is equally necessary for all. The evidence of Mr. Mundella before the Special Inquiry Commission was given on this point; and your readers will remember that he called attention to the intelligence and superior education of the work-people in Saxony, but failed to draw attention to the means existing there to give all her people a good elementary education. This part is supplied by another gentleman who was at the Paris Exposition. The Rev. M. Mitchell, A.M., one of Her Majesty's Inspectors of Schools, was appointed to attend the Exhibition at Paris last summer, for the purpose of collecting and reporting information, as he could gather it at Paris, on Education, both as to the encouragement and facilities afforded by the different governments for its acquirement.

The Rev. Inspector, in speaking of Saxony, says, that it is *compulsory* on all parents or guardians to send their children to the public schools from six to fourteen years of age, *i. e.* for eight years. It is owing most likely to this law, strictly enforced by the Government, and that too with the full approval of the people, that Mr. Mundella found the Saxon work-people in their factories so intelligent and capable of carrying on so satisfactorily the business of their establishments. And hence those Saxon people are properly prepared to profit by a special training in technical education, being in possession of the necessary part already. Much difference of opinion exists as to the prudence or wisdom of introducing such a law into Canada. Seeing then that Common School education is so important in itself, and such valuable interests are