

tions, and the most important by far is *not* that which he receives from others, but that which he gives himself; and Davy, equally explicit, declares that the highest culture is not attained at schools or colleges but must be acquired by self-education, and if so, to put the means of that higher self-culture within the reach of all rather than supply them with the teaching of others, ought to be the aim of the social economist and statesman.

In reference to elementary education in Britain, it might be sufficient to say, that according to the last reliable returns the proportion of the population at school is as high (1 in 7) in Britain as in Prussia, where seven years compulsory attendance is the law. (The gross attendance in Canada is 1 in 5.) It would, however, be unwarranted to estimate the education of the two peoples from such a statement. The education of Prussia is as much a part of its military system as the drilling of its soldiery. It trains to parse sentences and draw maps in the same way as to keep the step and make evolutions, the people are in their schooling and their drill; but the mechanism of the system, that self-culture which is essential to excellence is seldom attended to, the means for it are scanty and and as to the training to think well or do right from proper motives—it forms no part of the system at all, and self-reliance, a more important part of education than grammar or geography, is not a very prominent characteristic of a people who have all done for them by government and who may not even move twenty miles from home without the special permission of a government officer. As to Industrial Education. In Scotland every parish has had its school where the humbler peasant's son could be prepared for college, and the colleges so instituted and liberally supplied with Bursaries, that those of more than ordinary intelligence had little difficulty in preparing themselves to take their place among the competitors for fame and fortune in any and every department. Of what continental country can the same be said? In addition to this, each considerably large town had its Mechanics' Institute affording workers by its lectures and library the means of making themselves familiar with the philosophy of their various trades, and otherwise pursuing the higher and best education—self-culture. England less favoured has still such a provision as leaves most without excuse. Its Oxford and Cambridge exhibitions, and their examinations at which upwards of 5000 appear annually for diplomas in Science and Art. Its London University where every one who chooses to study can take his degree; its numerous literary societies, and Mechanics' Institutes. Its Working men's college, its Royal schools of architecture and

engineering, its schools of mines and museums of industry, its 160 schools of science and 92 for art under the control of the Science and Art Department with their 25,000 students and the industrial instruction extended according to the last report to 89,967 scholars in school, the teaching in all having special reference to the industries in which the students are engaged, making up a total which for effectiveness, far distances both France and Germany. But this is not all. Britain's multitudinous publications of themselves are a means of education at once extended and effective and such as can hardly be over estimated.

Its 1294 newspapers and nearly as many literary periodicals penetrating to almost every fireside and discussing every subject, its 150 journals devoted to special industries all make up and exert an educating power such as no other European nation possesses, and with the 5,000 volumes of new books and new editions published annually evidence the knowledge and reading habits of the people; and as compared with Germany both as to quantity and quality support the conclusion above arrived at, as to the superior mental habits and thoughtful activity of the British people. In Germany government doing the practical and governmental thinking for the people they are confined to that *speculative* activity which leads to semi-empty churches, an unhonoured clergy, a despised nobility and general scepticism as to man's duty and Gods providence, and the tree producing such fruit is not one which it is desirable to plant or foster in Britain or Canada.

LONDON has one University, 75 Colleges: of which 17 teach chemistry as applied to the arts, 3 geology and metallurgy, 8 engineering, 1 agriculture, and one specially devoted to working men and the instruction they most desire. It has 25 public schools answering to the colleges royal and gymnasias of the continent, with numerous exhibitions and scholarships to Oxford and Cambridge, a large number of Mechanics' Institutes and literary societies, schools of design offering every facility in acquiring excellence in ornamentation and various training schools for teachers & other employments.

GLASGOW has its University with many Bursaries and its Classes and Laboratories, particularly those of natural philosophy, chemistry and engineering, attended by many artisans as well as those preparing for the learned professions. The Andersonian University with popular lectures embracing almost every subject interesting to workers, with its famous chemical laboratory always at the service of the students at stated hours.

Two model training schools with their lectures and illustrations open to all. Its half dozen Me-