

we do not think the term "Morrison's Pill," inappropriate. On this point it may tend to clearness if we quote Henry George, whom Father Huntington very generally follows: "What I, therefore propose, as the simple yet sovereign remedy which will raise wages, increase the earnings of capital, extirpate pauperism, abolish poverty, give remunerative employment to whoever wishes it, afford free scope to human powers, lessen crime, elevate morals, and taste, and intelligence, purify government and carry civilization to nobler heights, is—*to appropriate rent by taxation.*—(Book VIII, Chap. 2.)

Finally, "Fidelis" says that we misapprehend the object of Father Huntington when we say that "he assumes that the poor in American cities would remain on farms of their own if they could get them." If Father Huntington does not mean that the poor should own farms, what does he mean by asserting that they ought to have lands?

With our critic, we most sincerely hope that the sons and daughters of Queen's will ever be found foremost in all efforts to make the world better. We also hope that they will ever bear in mind this bit of advice from a very progressive man,—“Before you fly in the face of the received ways of thinking, make sure that the good which may come of it, will outweigh the mischief which must come of it.”

LITERATURE.

THE CONDITION OF EDUCATION IN FRANCE.

THE Knox College *Monthly* has published in its January and February numbers a translation by Professor Ferguson of a very able article that appeared last year in the *Revue des Deux Mondes*, on the proper organization of education. The two articles have been published in pamphlet form, and Professor Ferguson adds a brief address to the Minister of Education and other friends of education, the greatest part of which we publish, calling their attention to the recoil in France and Italy from a mere science training in favor of a truly liberal education. This is a timely warning to us not to introduce the study of the sciences into the already overcrowded curriculum of our common and high schools. The *JOURNAL* has received some copies of the pamphlet, and any reader interested in Education who wishes a copy can have it by applying to the Editor.

“At the Revolution in 1789, the system of education then existing shared in the general breaking up of social and national life. Acts were passed by the National Government alienating from the schools and colleges, and from the universities, those revenues on which they had hitherto depended, and in September, 1793, a decree was issued which resulted in the closing of the higher schools and colleges, and especially of the University of Paris. To the minds of Girondin and Jacobin alike, the University which had existed for a thousand years, and had exercised a very great influence on the development of the national life of France, was identified with the privileges which the higher classes, the nobility and the

clergy, had exclusively enjoyed. The revenues of the schools and colleges as well as of the University, were largely derived from tithes and other taxes, which fell almost entirely on the middle and lower classes, while the University had also a large amount of landed property. The clergy had almost complete control of the educational system. The opposition to the system therefore arose from two sides: from the nationalists on the one hand, and on the other from that class which had accepted the teaching of the Encyclopædists and was opposed to the influence of the clergy.

Some efforts were made to remodel the system of education by such men as Mirabeau, Talleyrand and Condorcet, but the unsettled state of the country, and its virtual bankruptcy during the long Napoleonic wars, prevented any successful attempt till 1840. But a low materialistic philosophy and a strong spirit of utilitarianism had taken possession of the French mind; the associations with the earlier system of education were not the happiest, and the new system was distinguished by several peculiar features in accordance with the utilitarian spirit. The University of Paris was not restored, but there were established in Paris and other parts of France schools, which are composed of what are called Faculties. These are largely of a scientific character, and each Faculty has its own specialty, to which it gives almost exclusive attention. Secondary instruction is given in the Lyceum, and even here, too, scientific studies occupy a large place. M. Fouillée gives some of the subjects studied in the fifth and sixth forms, where the scholar may be supposed to be in his fifteenth or sixteenth year. Further changes were made in 1885, but still in the direction of the sciences.

The result of the prominence given to scientific subjects, with their utilitarian and materialistic spirit, and the virtual crowding out of the more liberal studies, has had a most prejudicial influence on higher learning and general culture in France.

In 1864, M. Renan wrote a most spirited article in the *Revue des Deux Mondes*, calling attention to the evil. In 1871 M. Duruy, who was at one time Minister of Education, and whose histories and other literary works are so valuable, gave to the same review, a series of articles in which he considered the whole state of education in France, and inveighed against the evils resulting from the existing system.

The whole literary mind of France has lately been much occupied with the subject, and there is a growing feeling in favor of the necessity for educational reform, and for a return to the almost exclusive studies of “*humanities*,” reserving the sciences principally for professional studies, except in so far as they deal with general scientific principles.

Italy has been passing through a very similar phase of educational life, arising from similar causes, and attended with similar results. But measures are now being taken to reform the system of education, to postpone scientific studies to a late period of the student's course, and even to confine them to purely professional studies.

England, Scotland, and especially Germany, have