

jealousy and avows with delight that, "They do honour to the human race." "It is not only such names, great beyond comparison, it is the bearing in every respect of this handful of Englishmen, surprised in the midst of peace and prosperity by the most frightful and unforeseen of catastrophes. Not one of them shrank or trembled—all, military and civilians, young and old, generals and soldiers, resisted, fought and perished with a coolness and intrepidity which never faltered. It is in this circumstance that shines out the immense value of public education, which incites the Englishman from his youth to make use of his strength and his liberty to associate, resist, fear nothing, be astonished at nothing; and, to save himself by his own sore exertions, from every sore strait in life." Well were it for France, had the nation at large, and the Government in particular, recognized the truth so eloquently and generously spoken by Montalembert. Her position and circumstances, in relation to neighbouring nations, might have been far different from what they are. Intelligent students of national history do not hesitate to lay the blame of France's misfortunes, not only in the recent war, but in the humiliating failures of her attempts at self-government during the last two generations, in very great measure upon the defective education of her citizens. While the late Imperial Government was lavish in its expenditure of public treasure upon the pomps and luxuries of the court; upon artistic displays in palace picture galleries, and costly theatres, suited to feed the national vanity, dazzle the eyes, and amuse the fancies of a fickle and frivolous populace, public schools and colleges, and national universities were left to struggle on in a state of inefficiency, for the want of the fostering care of those who should have given them a first

claim on the resources of the country. In times of trouble, secret wrongs, the follies and sins of nations, as well as individuals, come to light; and the world has been hearing with unfeigned indignation how the entreaties and protests of M. Dury, the Minister of Public Instruction, were met by a Government, among whom he had not, perhaps, an equal for intellect, sagacity and patriotism. Though backed by such men as Jules Simon, Peletin, and Favre, in the constant reiteration that "France must have millions for education, or else lose her name and fame and status in the world," yet the Government continued insanely deaf, and only under the greatest pressure could he squeeze from the state treasury the sum of \$200,000, for the 15,000 night schools for adults which he had succeeded in establishing. Then there was the whole system of public instruction to be reorganized, for which he could get *nothing*. The same Government, without hesitation or murmur voted the sum of *ten millions* of dollars to the new opera-houses for Parisian pleasure-seekers. In a Bill for Universal Compulsory Education, like that of Prussia, the United States and Canada, he could not find a fellow-minister to support him, though the Emperor was far-sighted enough to recognize the wisdom of the measure. Where could such madness end, but sooner or later in ruin?—a ruin which would impress the rest of the world with a most memorable lesson, through a self-sought conflict with, perhaps, the most generally and thoroughly, not to say highly, educated people on the earth. For many years, the national system of Prussian schools has been the admiration, the envy, the model of other lands. Our own has to a great extent been formed from it, and in this, and more especially in the mother country, a scientific or literary education is scarcely con-