

banish all French literature, with the exception of the writings of sceptics. There is no depth in the book; it is a literary *mélange*, written in a charming style by a man whose reading was wide, and who covers page after page "from the overflowing memory"—a memory, however, that was charged with the results of study of the great literatures, and of travel in the most favoured spots of earth. Not only was he saturated with ancient lore, he had caught the breath of the coming years, and if he had climbed Carmel, and mused on the Mount of Olives, and, seated on Salamis, "dreamed that Greece might yet be free," he had also visited the New World, and trod Canadian soil, and sailed on the St. Lawrence—and from all these sources we have brilliant reminiscences and descriptions. Nor do we think a person interested in Protestantism need fear to place in any hands a book in which the author speaks as follows, in the very first chapter:—"But is there not danger in considering religion from a point of view purely human? Why? does our religion fear the light? One of the greatest proofs of its divine origin is that it can stand the severest examination. * * Let us get rid of pusillanimous fear; through excess of religion do not let us suffer religion to perish. The time is past when it could be said, Believe and examine not; people will examine in spite of us, and our timid silence, while adding to the triumph of the sceptics, will diminish the number of the believing." It is very important that a public institution should be exposed to a fire of criticism from all sides, and Mr. Wilson's zeal is very commendable, but if the Education Office never issues more objectionable books as prizes than any of Chateaubriand's writings, it will, in this particular branch of its duties, merit the approbation of the public.—*Globe*.

STUDENT WAITERS IN HOTELS.

Summer hotels in the United States have promise of relief from a disadvantage that has long affected their patronage. Instead of the old hack waiters, whose service could only be obtained by liberal and frequent feeing, young ladies and gentlemen of culture and refinement can be secured to wait on the tables. The students of several colleges have made arrangements to give their vacations to this branch of labour, whereby they get a chance to learn something of the world, to see the notabilities of the time, to enjoy whatever is enjoyable at the mountain side or spring, and to earn something for self support. The misses of a Western female college made an acceptable offer this season to the proprietor of the Twin Mountain House, and moved thither in a body. Something will have to be learned by both the waiters and the guests, if this pleasant arrangement is to be permanent. The former must learn that labour is not ignoble, and service not degrading. Travellers must understand that the waiters are not necessarily their inferiors, intellectually or socially, on account of the temporary relation in which they are placed. A great deal depends upon mutual good will, politeness on the one hand and respectful attention on the other. The independence of American character is well portrayed by this movement of the students, which is deserving of the highest commendation.—*London Advertiser*.

MR. GRANT DUFF ON EDUCATION.

Mr. Grant Duff, the member for the Elgin Burghs, in the British House of Commons, is well known as one of the ablest and most accomplished of living British statesmen. His utterances are always well-weighted and suggestive, and the following remarks on education lately made at the distribution of prizes in St. Mary's Medical School, London, are noticeably of this character.

"The object of education," he said, "was to enable the person educated to make the most of his or her life. This was to be accomplished, 1st, by developing all his or her faculties to the uttermost; 2nd, by endeavouring to do as much good as possible to his or her fellow-creatures; 3rd, by endeavouring to get as much enjoyment as is compatible with attention to these two objects. Passing to the question as to how education could help to these things, he observed that it would be helpful by forming a sound mind in a sound body, by good training of character, by showing something of the contents, and leaving with the person educated, when the education is done, the keys of the treasure-house of science, of literature, of natural beauty, and of art. Observing that he considered the training of character is receiving decidedly more attention than formerly, he said that he would confine his observations to the training of the intellect. The first thing, he said, that strikes me is, that, except in the case of persons who are destined to the great and beneficent profession to which you are destined, the observing faculties are hardly trained at all. Yet of all the faculties, they are the first to develop and the easiest to train.

Until, then, our schools adopt some method of training the observing faculties, there will be a fatal blot in our system of education. How they should be trained depends largely upon the particular circumstances of the persons who are to undergo the training. In many cases, the study of elementary botany would be the easiest and most natural introduction to a wise use of observing faculties; in other cases it might be geology, physiology, or some other science. There is no situation, however, in town or country where some one or other of the sciences which depend primarily upon observation could not be taught with the greatest ease and the greatest advantage, if it were once distinctly understood that physical science was not to be treated as something apart—a branch of knowledge which it might be right to learn as it might be right, under certain circumstances, to learn Basque or Finnish, but also a means of knowledge, a training in the light of which all other knowledge would grow more valuable. I hold, gentlemen, that as soon as the three R's are secured, or rather while they are being secured, there should be a training in at least some one of the sciences of observation, and that that training should take precedence, in point of time, over all others, except, of course, those inevitable three R's, and perhaps the very first notions of geography."

History in broadest outline should come next. Then the study of the French and German languages, with a thorough study of English, comparative grammar and Philology. On the study of physical and political geography Mr. D. said:—

"But paramount amongst the studies which should go to make up a good general education in this country is a study for which, strange to say, we who need it most have not even a name—the study which the countrymen of Carl Ritter call compendiously *Erdkunde*, earth knowledge—but which we are obliged to describe very clumsily and imperfectly as physical and political geography. Of all subjects, this is surely the one best fitted to train the youth of this cosmopolitan power. There is not a single elector in this country whose vote may not at any moment seriously affect the destinies of millions and millions of men scattered all over the world; while there is absolutely no end to the careers that are open to Englishmen, whose natural love of enterprise is guided by a knowledge of the facts of the world. The one thing that you can, as things now are, almost always predicate about any Englishman famous in the State is, that he has had what is to my mind very erroneously called a good classical education—a classification that is of the old-fashioned English type. I trust that the time is coming when the one thing that you will be safely able to predicate about every Englishman famous in the State is, that he has had a very large and thorough training in this earth knowledge, begun in his childhood by an intelligent study of his own immediate parish or district, and continued partly by books and partly by travel, till he has the kind of command of this grand and truly manly subject which Canning had of the elegancies of Latin scholarship. We must assign, of course, a very large part to the passions and to the mistaken reasoning of men in bringing about injudicious political action; but, I think, we must assign even a larger part to mere ignorance—to want of knowledge of the facts of the world. Take two events of our own day—the Indian Mutiny and the Franco-German war. Will any one maintain that either of these events would have taken place if the people who brought them about had known those facts of the world which it most concerned them to know? Hardly any one in France had the faintest idea of the military strength of Germany. Hardly any one in France knew how much more powerful was the German passion for unity than the counter force of provincial jealousies and dynastic intrigue. Hardly any of the persons who joined their fortunes with the first leaders of the Mutiny had the faintest idea what the real power of England was. They thought they had only to kill all the Englishmen in India to give them command of the country, and were utterly astounded when the sea began, to use their own expression, to vomit up troops all round their coast. What is true of these two events is true of almost every great political blunder recorded in history, and, although I am as far as possible from maintaining that, by making a wide knowledge of the facts of the world a leading feature of general education, we should estimate the cause of unwise political action, we should unquestionably very much diminish their numbers. It is possible that I may be led to attach too much importance to this study as a part of the education of Englishmen generally, from seeing daily and hourly the evil that comes from the want of it in public affairs. But I do not think so. I think there is no study that would better call out all that is best in Englishmen, or enrich so much our ordinary intercourse, extending its benefits far away into subjects which seem at first sight very remote. It was not without good reason that, under a picture of Carl Ritter, they put the words of the poet—

" 'Wouldst thou advance into the Infinite,
Go into the Finite upon all sides.' "