

duce Palissys or Scaligers. A higher plane of life—growing higher as the centuries grow older—has whetted the appetite for knowledge, and larger wages and State education have supplied the wherewithal to obtain it; but the knowledge of good and evil is still lacking. Hence the spectacle of a million devotees of such visionary theories as the universal eradication of poverty or the sole landed proprietorship of the State. However, the epigram decrying the bulk of the book requires qualification, and so does the decial of a spread of shallow knowledge. It is a phase through which it seems modern European and American peoples must pass. We cannot expect old heads on young shoulders, and we must expect young heads to be sometimes carried away. Nevertheless, though we must acquiesce in the statement that it must needs be that offences come, no small blame attaches to those by whom they come. The leaders must be shown to be blind ere both fall into the ditch. Unfortunately the leaders are blind only in one direction—the evil results of error and shallow theory. As regards their pockets they are keen-sighted enough. Accordingly we see floods of worthless literature enlivened and made attractive by the most meretricious of devices. And these are absorbed by the thousand, while the substantial and truth-seeking volume finds only here and there a purchaser. The tastes of the masses is crude, and to this taste the book-makers pander. Will they ever be persuaded to attempt the education of that taste? So long as they live by their books, and competition is keen, probably not. The only hope is that, despite the evil of cheap literature, popular taste will gradually improve. Already there are signs of this. English classics are now published as cheap as shilling dreadfuls, often cheaper. If these pay—and their existence may be taken as proof that they do—perhaps in time they will oust their rivals from the field. But doubtless the struggle will be long.

THE instructors in athletics at the universities of Yale and Amherst have been making some interesting observations with reference to the effects of smoking upon the physique of the college student. We do not know whether those who conducted these enquiries entered upon them with any prepossessions or prejudices, but there appears no reason to suppose that the observations were not fairly made and accurately recorded. The consensus of results in the two institutions is decidedly unfavourable to the use of the weed. Dr. Seaver, who conducted the experiments at Yale, found that those students who did not use tobacco showed a gain over those who were addicted to its use of twenty per cent. in height, twenty-five per cent. in weight, and sixty-six per cent. in lung capacity. Dr. Seaver has kept up his observations for eight years and finds that they show an equally decided advantage for the non-smokers during the whole period. A fact which seems to afford an incidental but remarkable confirmation of the conclusions thus reached by actual measurements is that not only do all the boating crews abstain from tobacco but that among the whole body of competitors in the different fields of athletics there is but one smoker. At Amherst the study of effects was in the case of the graduating class. In this class the measurements and tests showed that 71 per cent. had gained and 29 per cent. had remained stationary or fallen off during the four years. Separating the smokers from the non-smokers it was found that the latter had gained 24 per cent. more than the former in weight, 37 per cent. more in height, and 42 per cent. more in chest-girth. Still further, those who did not use tobacco were found to have an advantage of 8.36 cubic inches of lung capacity over the smokers. These statements, which we give on the authority of the *New York Nation*, may be accepted, we suppose, as scientific facts, and as such may be commended to the study of all lovers of the weed.

NATIONAL EDUCATION.

ON the fourteenth of this month the National Educational Association will meet in Toronto. Great things are expected of it. Noted men will speak, and an elaborate programme has been prepared. Nor is it an unimportant affair; from every point of view a great international gathering of the guides and promoters of educational theory and practice, brought together for the express purpose of discussing means and methods, is a gathering pregnant with meaning, if not with results. We should like, with all due deference to the famous personages who are to take an active part in this gathering, to throw out one or two hints on the subject of the education of the youth

of the country; and as the meeting is to be for the first time on Canadian soil, no apology is needed if we look more particularly to the subject of the education of the youth of this Province.

It was List, we believe, who first drew a distinction between political economy and cosmopolitical economy. Adam Smith, a father of the science, treated the subject from the ideal point of view, discussed it in the abstract, and laid down its laws as it affected humanity at large. List, however, the first German advocate for a protective policy, saw that the science was amenable to two modes of treatment, and he enquired, first: "how the entire human race may attain prosperity," and second: "how a given nation could obtain (under the existing conditions of the world) prosperity, civilization, and power, by means of agriculture, industry, and commerce."

Is it not quite possible that an analogous view may be taken of education? The older pedagogues, like the older political economists, discussed education from the cosmopolitical standpoint. Milton's "Tractate," Richter's "Levana," Rousseau's "Émile," were ideal, abstract, regarded education as affecting "the entire human race," and since then no one has, as far as we know, promulgated and formulated what may be called a national system of education. There was, we are fully aware, a few years ago in the United States a cry that educators should take up the subject of what was then called "civics." But what truly its advocates really meant by this somewhat vague and shadowy phrase was never quite evident, and we can still maintain that as yet no line of demarcation has been definitely drawn between an education, the object of which shall be the training of the mind independent of all ulterior aims or influences due to nationality or *milieu*, and an education which shall ever keep steadfastly in view these important elements.

To descend to particulars.—There is, of course, such a thing as an ideal education: an education such as that hinted at by Professor Freeman in a recent article in *Macmillan's Magazine*. This education cares nothing for the future line of life to be adopted by the individual educated. Its sole aim is culture, refinement, the development of the intellectual powers and of the æsthetic faculties. To ask anything else of such education is to degrade it. "The real question is," says this hierophant of culture, "whether we are still to acknowledge such a thing as learning, such a thing as knowledge for its own sake, knowledge which will enlarge and strengthen the mind, but which will not directly put anything into the pocket." But, we ask, in a country where an enormous majority of the population is solely bent upon putting something into the pocket, where it is absolutely necessary that this majority shall work for a living, may we not quite legitimately ask whether such an education as that upheld by Professor Freeman is the only education to be considered? May there not exist side by side with this ideal education, an education which shall to a certain extent take into consideration the needs of this majority? In short, may there not be, in a new country lacking leisure, lacking wealth, an education which shall, for the time being, not perhaps altogether shut its eyes to intellectual culture and æsthetic refinement, but shall, at all events, open them very wide to practical utility? That is the point. Are our sons and daughters to spend a fourth part of their lives in the acquirement of keen literary taste, or are they to spend the years of schooling in such subjects as form the basis, as contain the scientific principles, as form the groundwork of their future vocations? Surely such a distinction can be made, and without anything in the slightest degree derogatory to the high meaning of the word education in its true significance. The mind can be trained by science, as it can be trained by Greek, even if that training is neither so systematic nor so rigorous. And science is a step towards farming, mining, fishing, lumbering, which Greek is not. This is our contention. The ideal education, scorning utility and utterly oblivious to future material success, is all well and good in an old country boasting a leisure class engaged in what is called the "higher" walks of life; but in a country where square miles wait for tillage, and unknown seams and lodes for working, in a country where "the four elements and man's labour therein," constitute, in a phrase of Bishop Berkeley's, "the true source of wealth," to concentrate the attention solely or chiefly on an education which shall develop the literary and artistic tastes only, is surely an education short-sighted in the extreme.

And is this not what the Province of Ontario is daily doing? The Province of Ontario contains, we believe,

one Agricultural College, one Experimental Farm, and one School of Practical Science; but of universities, denominational and undenominational, it contains enough to spare for the whole Dominion; and of universities, to refer again to Professor Freeman, the principle is to "have no reference to the probable future calling of any man."

However, we do not by any means wish to appear to disregard or belittle an ideal education. The training of the mind is, of course, the be-all and end-all of education proper. But whether that training cannot be brought about by such a curriculum as shall "have reference to probable future calling," even if something is lost in the way of literary taste or critical acumen—this is a hint which, with all due deference, we throw out to the forthcoming meeting of the educators of the youth of the country. In these days of the accumulation of knowledge, subdivision has come into every walk of life, why should it not come into education? The day of cosmopolitical education has passed, that of a political or national education should have arrived long ago. What are the characteristics of that national education which shall best suit the Dominion of Canada and the Province of Ontario?

ADVICE.

"He who despairs is free,
He who hopes on, enslaved;"
Thus lightly answered she
To one who guidance craved.

"Why look expectant-wise
For favours from the maid?
Paths lie before thine eyes
Where through none yet have strayed;

"Be free, and life explore
Where no love-hope deludes,
Joy will be thine once more,
Huzzas of multitudes.

"When women shall admire,
And men shall boast, thy fame,
This present poor desire
Will seem hemp-thread in flame.

"Despair of love, and gain
This larger joy instead;"
He turned away in pain,
"Love is my life," he said.

WILLIAM P. MCKENZIE.

OTTAWA LETTER.

ON Wednesday of last week the P. E. Island tunnel had its annual airing, in which, as might be expected when such a potent electioneering agency was under discussion, each side seemed principally concerned to show the Prince Edward Islanders that "Codlin's your friend, not Short." Mr. Cockburn came out in pretty strong opposition to the scheme and took on his shoulders the burden of answering Mr. Davies, but he hardly relieved the Ministry from Sir Charles Tupper's ante-election telegram promising support to the project. By their much importunity the Islanders have got both parties pretty well committed to the undertaking, and another election will probably see it begun.

The Hudson's Bay Railway was an interlude between the two days that the Tariff debate has so far run to. A resolution granting \$80,000 a year subsidy for carrying mails and troops was the form in which the question came up, but this was looked on as the thin end of the wedge, and as such was vigorously opposed by Eastern men. The Manitoba members, of course, must fight tooth and nail against the literally very cold facts contained in the reports of the various expeditions sent to test the navigability of the Straits.

While the heavy work of the Session is thus being disposed of rapidly enough, the Tarte-Langevin-McGreevy enquiry is developing material for fresh fighting, and a possible lengthy prolongation. The slow process of proving documents being well advanced, the prosecution, if a convenient term may be used, have begun to connect these papers with their charges. The examination of Mr. Perley is on the whole to be classed in the former category, but it is quite evident that some of the answers of the Chief Engineer of Public Works were elicited with a view to the latter purpose, and that their bearing depends a great deal on explanations to be furnished by other witnesses. He left an impression, however, that any personal connection of his with any such malversation as has been alleged was unconscious. This indeed was almost admitted by the manner of his treatment by Mr. Ouimet. Mr. Owen Murphy continues under examination to make statements and produce letters which, unless the evidence in rebuttal is of the most explicit and conclusive character, implicate both Mr. McGreevy and Sir Hector Langevin to the fullest extent charged. The details are so fully given by the daily press that it is unnecessary to repeat them here. There is a terribly uneasy feeling manifested among the