

tions are concerned with facts only, others deal with matters of opinion : in others, again, matters of fact and opinion must be taken together, and the attempt be made to combine them as it were chemically, and elicit from them some homogeneous result. When there are only two sides to a question, the course is comparatively simple ; but in the present case there are three : that is to say, there are three parties, every one of which claims to have an opinion on the subject, and every one of which has more or less weight in determining the practical course, so far a more or less unsatisfactory compromise to be adopted. These three parties, named in numerical order, are (1) the general public, or that portion of it which gives any thought to such matters ; (2) the alumni, amounting to some thousands of our public and grammar schools here and in the old country ; and (3) the teachers and managers (especially the former) of such schools. These may be briefly dealt with in order.

(1) Public opinion, although frequently wrong and always far from infallible, is still entitled to great consideration, and indeed will secure itself a hearing for good or evil on every question, social or political. Public opinion in England, at the present time, is said to be strongly in favour of non-classical education, or at least of the abolition of Latin and Greek as a compulsory branch of study. That troublesome question, *what's the good?* is the main argument relied upon by those who would give another death-blow to the dead languages. Now if it could be shewn that the majority of thinking people were really on this side, the upholders of classical study, in its old Elizabethan integrity, might well pause before making up their minds to defend what would really be an untenable position. But the truth probably is, that here, as in matters political, innovation is generally far in advance of public opinion properly so called. Innovators, reformers, or whatever else they may be styled, in politics, theology, and education, alike possess the common property of making a good deal of noise. They muster strongly on the hustings of a given question ; they are acting in concert with each other, and determined to shout lustily for their favourite project or pet theory, be it vote by ballot, Darwinian development, or a new system of Biblical arithmetic. The show of hands is, as might be expected, decidedly in favour of the persevering M.P., the distinguished naturalist, or the notorious exprelate ; and thus many a question is allowed to go to the bad, because the majority are inactive or pusillanimous. This is an age of practical utility ; and practical utility is a capital motto for the banner of public opinion. And this tribunal is less to be trusted on the question of education in proportion to the numbers who take part in it, nearly co-extensive with the fathers, and perhaps mothers also, of the rising generation. Every

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