

no very high opinion, and having made some observation, his friend said, "Well, I am sure I don't know." "You don't know!" said Mr. Harvey Coombe, "I tell you what, my friend, what you don't know would make a very large book." (Cheers and laughter.) The same may be said of the great mass of mankind; and let no parent be deterred from sending his son for competitive examination by the notion that he would get much beyond the titlepage of that great book. (Cheers and laughter.) If competitive examination is not liable to objection upon the score that it tends to raise undue notions of superiority on the part of those who go through it, so also it is a great mistake to imagine that a range of knowledge disqualifies a man for the particular career and profession to which he is destined. Nothing can be more proper than that a young man, having selected a particular profession, should devote the utmost vigor of his mind to qualify himself for it by acquiring the knowledge which is necessary for distinction in that line of life; but it would be a great mistake for him to confine himself to that study alone, and you may be sure that the more a young man knows of a great variety of subjects, and the more he exercises his faculties in acquiring a great range of knowledge, the better he will perform the duties of his particular profession. (Cheers.) That sort of general knowledge may be likened to the gymnastic exercises to which soldiers are accustomed. It is not that it can be expected that these particular movements would be of any use to them on the day of battle; but these gymnastic exercises render their muscles flexible, strengthen their limbs, invigorate their health, and make them better able to undergo fatigue, and to adapt themselves to all circumstances. So with a wide range of study; it sharpens the wits; it infuses general knowledge into the mind; it sets a young man thinking; it strengthens the memory and stores it with facts; and in this way makes him a better and more able man in the particular profession he is intended to pursue. (Cheers.)

ANTI-DEMOCRATIC STRUCTURE OF ENGLISH SOCIETY.

It has been well said that in this happy land there is no barrier between classes, and that the highest positions are attainable by persons starting from the most humble origin. If he has only talent, if he has only acquirements, if he has only perseverance and good conduct, there is nothing within the range of the institutions of the country to which any man may not aspire, and which any man may not obtain. (Cheers.) I trust that among those to whom it has been my good fortune this day to give certificates there are young men who will rise far above the position from which they start. (Cheers.) It is the peculiar character of this country as distinguished from many others, that whereas in some countries, unfortunately for them, men strive to raise the level on which they stand by pulling others down, in England, men try to raise the level on which they stand, not by pulling others down, but by elevating themselves. (Cheers.)

GREAT VALUE OF COMPETITIVE EXAMINATIONS.

I trust that the number of candidates for competitive examination will continue to increase from year to year. Such examinations will produce among the rising generation a spirit of emulation, which is one of the noblest feelings of the human heart, and upon which depends the rising of individuals, and the prosperity and greatness of nations—a spirit wholly distinct from that of jealousy or of envy—a spirit which is compatible with the utmost kindness and goodwill to those with respect to whom the emulation is felt—a spirit which ennoble the individual and does not lead to any unfriendly sentiments towards others. But this system of competitive examination will not only inspire that generous spirit of emulation in the minds of the rising generation; it must also act powerfully upon those who are the instructors of youth—a most valuable class of society, men upon whose exertions depends the whole success of the nation, because, unless the people have their minds cultivated and stored with knowledge, it is plain that for all great purposes they are almost as if they were not. (Hear, hear.) I say, then, that the system of competitive examination tends to excite emulation among the instructors as well as among the instructed, and that it, therefore, has a double effect in advancing the intellectual progress of the country. (Hear, hear.) Having stated the advantages which the system of competitive examination confers upon those who are successful, I would take leave to say a word of encouragement to those who have failed to obtain certificates. Let not these young men, and let not their parents, think that they, the unsuccessful competitors, have gained nothing by the struggle in which they have engaged. Depend upon it, that although they may not have succeeded in obtaining the distinction at which they aimed, they have succeeded in acquiring a great deal of useful knowledge; they have succeeded in acquiring habits of mind and powers of thought, and of application, which will be of use to them during the rest of their lives. You all know the old story of the father who upon his death-bed told his sons that he had a treasure buried in a certain field, and

that if they dug the whole field through they would find it. The sons, acting upon this advice, dug the field, but no gold was there. In the next year, however, there was that which was to them a treasure—a most abundant and valuable harvest. That was the treasure which the father wished them to seek for and which they found. So it is with the unsuccessful competitors. They have not found the treasure which they sought for—namely, a certificate of attainments from the examiners—but they have gained a treasure which to them will be of infinite value—those habits of mind, those powers of thought, and that amount of knowledge upon which a larger building may be erected; and they therefore will have reason to thank their parents for having sent them to a competitive examination, thus rendering them better able to struggle through life in whatever career they may choose to pursue. (Loud cheers.)

2. RIGHT HON. EARL GRANVILLE.

PROGRESS OF SCIENTIFIC KNOWLEDGE.

At the recent inauguration of the Liverpool School of Science, Earl Granville remarked as follows:—No one, educated as I believe those before me have been, can be unaware how weak an animal man is left entirely to himself, and how one of his superiorities in reality over the rest of the animal creation is an infinity of wants which the reasoning powers which Divine Providence has bestowed upon him have given him the means to such an extraordinary degree to meet. We are so accustomed to some of the most beautiful inventions that from day to day we are hardly aware of what wonder there is in the discovery of means so simple and so perfect to contribute to our comfort, to our convenience, and to our happiness. Some of the simplest inventions of science, which we almost believed had existed from the beginning of the world, history tells us are not so old. Even among the enlightened Greeks there is no knowledge that they possessed an acquaintance with so simple a machine as a pump. Then, with regard to the motion conveyed by wind, it is believed to have been at a very much later date that man-kind became possessed of such knowledge as that. I saw it quoted the other day, of which I was not aware before, that it was only in the reign of Queen Elizabeth that an Ambassador, travelling on the Continent, reported as an extraordinary invention that a saw should be moved by any other motive power than by the human hand. We are now arrived at that perfection of aptitude for invention in the application of science to art that one of our real deficiencies is that when we are not sufficiently acquainted with science—and I for one feel deplorably the want of enjoyment, and the humiliation of not having sufficient knowledge, of that character—some of the grandest things that surround us, which are taken as a matter of course, we are really unable to explain to ourselves. Some of our scientific men have reported the progress that is making in Germany, in France, and in other European countries, in the pursuits of science. I am happy to say that during the last ten years, in consequence of that awakened feeling in this country, I believe the general dissemination of science has made great progress. Bodies calculated to advance science have taken it in hand. The London University, with which I am humbly connected, has instituted degrees in science (hear, hear) open to the whole nation, of whatever class they may be, which I cannot but believe will further greatly instruction in that matter. I am not sure my right hon. friend the member for the old and distinguished University of Oxford (cheers) will be able to say that that University has yet thought fit to adopt the same course as ourselves with regard to purely scientific degrees; but I know he will back me up in saying that by their local examinations, called "middle-class examinations," by the introduction of scientific examinations, they have contributed greatly to that result. (Hear.) I do not wish to talk too much of what the Government has done. In the first place, I think they are limited, and properly limited, to what they can do. In the second place, turning to my right hon. friend the Chancellor of the Exchequer, I feel the remembrance of the man in the play, who, complaining of his lodgings being always filled with smoke, and saying he had some thought of complaining to his landlord of the intolerable nuisance, stopped himself by the reflection that, perhaps, it might give his landlord the idea of raising his rent. (Laughter.) Now I believe that the exertions for the development of science and art have been most useful in that particular thing which I think it is most desirable we should do in the diffusion of sound scientific instruction to the greater number in this country. Ten years ago the science schools could not find a master capable of teaching science in a manner which would convey it in the most ready and facile manner to the pupils that it is desirable to instruct them in; and yet at this moment, I believe, the only difficulty of the committee promoting this valuable institution, will be to select the one most fit and best qualified for the school. The system of rewards—rewards given at the cost of the State to reward those who prove themselves efficient in science—have brought forward an extent of candidates which I certainly did not expect; and, though of the number of candidates many have entirely failed, yet