

gradually stolen away; has he not reason to thank God that being full of days and infirmity, he now retires to rest, so necessary to man, so grateful to the weary.

I could easily have filled many more pages with maxims and observations such as these, inculcating manliness, truthfulness, a sense of honour, a feeling of moral obligation, and a hundred other estimable virtues and habits. Young minds during their most plastic period, employed for a series of years in the careful manipulation of aphorisms and sentiments, such as those of which I have given specimens, could not fail in numerous instances to be affected and moulded

thereby. At the same time, countless other ennobling, formative forces were brought to bear upon these young minds; for example, a full staff of skilled instructors, themselves strongly charged with the Eton lore, and the very genius of the place, walls, quadrangles, play-fields, teeming with memories and traditions of eminent men subjected in their day to the Eton discipline. Can we wonder at the strong hold on the esteem and love of Englishmen which Eton has acquired; poets, divines, warriors, jurists, statesmen, from Fox and Canning and Wellesley to the late Earl of Derby and Gladstone?

THE NEED OF THE USEFUL IN EDUCATION.

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FOR a practical people, we inhabitants of Ontario do some strangely impractical things. We pass a compulsory school law, and then set to work with all our might to make ourselves believe that the rising generation is being led, *en masse*, in the paths of learning and virtue; most of us conveniently shutting our eyes to the fact, that the raggamuffin still sports in the gutter, and the "arab" is getting his peculiar learning in a way that has little to do with virtue. Only within the last half-dozen years, have we discovered that the English Language and Literature were worth even a passing glance; and we have not yet found out that anything can be more valuable for a prospective farmer than algebraical equations and Greek roots. We boasted about the non-partizan character of our educational system, then, apparently "just for the fun of the thing," put our heads together, ran that system into the middle of the "political machine," and left it there

in such a way that if it ever comes out in half as good condition as it went in, it will be a strong case for those who believe in "special providences." We have hitherto supported a costly Educational Depository, ostensibly for the purpose of encouraging the trustees of schools to supply their charges with apparatus and reading matter; but in reality to afford the apparatus man an opportunity of gulling the country, and to illustrate to the people at large, that the Sunday school libraries had not appropriated quite all the clap-trap literature extant. There is one thing left, however, of which we may well boast. We have the most elaborate system of examinations ever devised. If anyone doubts it let him be convinced by the following statement, which he can quite likely verify by examples within his own knowledge. A child starts to go to school, say, when he is seven years old, from that time onward for six or seven years in the