

for the Newcastle scholarship. He did not say that the best boys were inferior in the knowledge of metres, but they did not appear to grasp the ideas of the great writers as good Eton scholars used to do, and in composition they showed less of the manliness and simplicity of the great classical masters, and too much of Italian conceit and false brilliance. Scholars could distinguish what he spoke of; Lucretius would not have been ashamed of Dr. Keates' poem on the "Immortality of the Soul," and Virgil would have admired the verses of the Bishop of Lichfield. Some might smile, perhaps, and think he attached too much importance to these things, but they indicated a less perfect command of the language.

PRESENT CONDITION OF ETON COLLEGE—PRIZES AND EXAMINATIONS EXCESSIVE—SCHOOL SPORTS.

He did not think this was the result of too much attention devoted to other studies. The boys used to be incited to exertion by the honours they might gain, and the honours for competition were sent up for "good" and for "play" in the sixth form. The headmaster read them aloud to the assembled class in the former instance, and the sending up of a good exercise was the condition upon which the half-holiday depended. By modern practice, however, he thought these honours had been made much too cheap—too much the reward of good behaviour rather than of good composition; and the boys were content to reach the standard. He thought, too, that the number of prizes and examinations was excessive, and tended to distract boys from regular application. These prizes, however, were useful as testing results, and were most satisfactory when they were preceded by no specious training of the lads. With reference to the sports, he had watched the cricketing, boating, and drilling of the boys with increasing interest as some indication of the general well-being of the school. It was a bad time for the study of the school when the sports languished.

RELIGIOUS TRAINING—NECESSITY AND VALUE OF PARENTAL INFLUENCE.

There was, he was glad to say, marked improvement in the religious training of the school, in the knowledge of the Scriptures and ecclesiastical history, which was in some degree owing to the Newcastle scholarship, the influence of which had extended throughout the school, even to those who might never be in a condition to compete for the prize. On the subject of parental influence, the right hon. gentleman said that some parents expected everything good and great from their boys through the instrumentality of public schools, forgetting how many other agencies operated upon them, and doing nothing themselves to aid in the production of the virtues they desired. Some deliberately and almost avowedly disregarded the studies of the schools, rather leading their sons to consider that their first objects were the formation of good connexions for after life, and the acquisition of good manners. The boys, in such cases, were the victims of bad homes rather than bad schools. The sons of such parents were very injurious to the schools, and it was the duty of masters to give such boys ample warning and trial, but if these failed to send them away, as one would send away an infectious patient, as kindly as might be, and with as little disgrace as possible, so that the removal might not fail to produce a good effect upon the school, while it could not injure the boy himself, but might do him good. There was great wisdom in the maxim, "Learn to depart."

INFLUENCE OF HIGHER PUBLIC SCHOOLS ON THE ENGLISH CHARACTER.

In conclusion, he said the public schools of England had a powerful influence on the English character. To have been together at Eton, Harrow, Winchester, or Rugby was a tie for life; and to have been friends there was a charm which made the holiest friendship more holy. Even to have been in the same class, and the same chapel, was a link which bound together old and young, great and humble, soldier and civilian, and made personal strangers at once familiar by common associations. And so Wellesley, the stately and puissant governor of millions, and Charles Metcalf, a boy from Eton, commencing his course in life, met first on the banks of the Hooghley, and felt themselves the sons of the same mother. A feeling such as this operated on the character, and it spread so widely and deeply as to leaven the mass. But this was not all—for the education itself was of a kind to favour the growth of certain qualities. Of course a strong and uncongenial nature might overpower it, but it tended in itself, with a silent force, to make men ready to oblige, affable, and self-reliant; it helped to the development of common sense and dexterity in the ordinary concerns of life; to make men cheerful in retirement, agreeable in society, no less than to bear their parts gallantly and cleverly in the tumult and conflicts of public life. In a word, it fostered that assemblage of qualities which, combined with the higher ones of integrity and goodness, constituted the accomplished gentleman.—His last words then were,—*Eto perpetua.*

3. THE REV. J. TRAVERS LEWIS, LL.D.,

(Local Superintendent of Common Schools, Town of Brockville.)

CAUTION AGAINST RELYING TOO MUCH UPON THE BOASTED PROGRESS OF THE HUMAN MIND.

In his recent opening lecture before the Ontario Literary Society, Toronto, Dr. Lewis, after some introductory observations, remarked: That as a consideration which should serve to repress undue boasting, we should never forget, among other things, that centuries before the Christian era, science was so successfully cultivated in lands now given over to desolation that even the prostrate columns of their temples are deemed worthy of transportation to England and America, the sculptor's art having never since reached similar perfection. Layard has disinterred from a grave of two thousand years specimens of art and proofs of luxuriant refinement which seem even now extraordinary. Let us not forget, too, that the orators and learned of modern times acknowledge as their masters and models the Grecian and Roman who spoke and wrote for immortality. In the new world also, in Central America, have been discovered incontestable remnants of nations strong and civilized, barbarians only in their Paganism, but in the luxuries and refinements of life vastly superior to many countries of the present day, and those none of the most contemptible. Nay, when we would give utterance to our expression of the magnificence or grandeur, or would illustrate the power of man, do not the Temple of Solomon and the Pyramids of Egypt instinctively recur to our imagination, and, not to lengthen the catalogue of ancient glories, is not the oldest volume in the world the noblest specimen of sublimity of style? And yet what are the results in their birthplace, of these works performed in the infancy of the world? Little but the fragments all but miraculously preserved. Luxury and wealth induced immortality; immortality produced decay, until actual barbarism rioted where once philosophy and the arts flourished so eminently. From a settled conviction that possesses the human mind that the destiny of man is ever progressive, and that a relapse into an inferior position is almost impossible, we do not concede to the nations of antiquity their due meed of praise. We glance hastily at their biography and our eye rests on the page which records their degradation and mental slavery, and we hastily assume that the antecedent civilization is overrated, and but for the monument of their knowledge and power which the ravages of time have spared, but for the treasures which our libraries and museums present to our astonished gaze, we should unhesitatingly conclude that the wave of human progress has ever been advancing uniformly with a flowing tide, that the current of civilization had never ebbed, that storms and tempests had never dashed the wave back, nor broken it on the quicksand and the rock.

RELATIVE INFERIORITY OF THE MODERNS TO THE ANCIENTS

Let me not then be thought partial when I venture to say that notwithstanding our great and absolute superiority, we are relatively inferior to the men of old time. Only let us take into account the advantages possessed by the present age, and any of those periods of the past which is famous for its learning or civilization, contrast the facilities possessed by each for the propagation and perfection of knowledge, and we shall be at no loss in ascertaining to whom the palm is to be ascribed. Compare the productions of Greece and Rome in the field of Science and Art with those of our time, and before adjudicating the prize to either bear in view the difficulties to be encountered in the infancy of any Art and the facilities possessed by us who have the experience of ages for our guide, and then say whether we progress in so surprising a ratio. We are contrasting, be it remembered, the works of an age when a manuscript was well nigh the toil of a lifetime, with those of a period when a useful idea is scarcely suggested, before it is diffused so rapidly and extensively by the Press as to excite our thanks and admiration. Who can deny that the Alexandrian Library, with its four hundred thousand manuscript volumes in the days of Cæsar, was not a more wonderful monument of human industry and skill than any Library of the present day? * * * If, therefore, we compare the ability of the ancient with our own to cherish and foster literary and scientific pursuit, of the power to educate and reform the mind which our vast wealth bestows be taken into account, we shall find little cause for congratulation. Facts speak convincingly. The English people spend on the single item of ardent spirits more money than on all their religious and educational establishments combined; while the American people spend in their gratification in the single item of cigars a larger sum than is expended on all the Common Schools of the Union. The influence then is inevitable that literature and art must have been more highly prized and more ardently cultivated, for their own sake, by the nations of antiquity than by us, when we honestly estimate their difficulties and our facilities, their poverty and our resources.