

# THE PORTFOLIO.

"VITA SINE LITERIS MORS EST."

VOL. X.

HAMILTON, ONTARIO. MARCH, 1890.

No. 6

## Life.

[Each line of the following remarkable little poem is said to be a quotation from some one of the standard authors of England and America, and is the result of laborious research among the voluminous writings of thirty-eight leading poets of the past and present. The number of each line refers to its author below.]

- 1—Why all this toil for triumphs of an hour?
- 2—Life's a short summer, man's a flower:
- 3—By turns we catch the vital breath and die—
- 4—The cradle and the tomb, alas! so nigh.
- 5—To be is better far than not to be,
- 6—Though all man's life may seem a tragedy:
- 7—But light, cares speak when mighty griefs are dumb.
- 8—The bottom is but shallow whence they come.
- 9—Your fate is but the common fate of all;
- 10—Unmingled joys here to no man befall.
- 11—Nature to each allots his proper sphere,
- 12—Fortune makes folly her peculiar care:
- 13—Custom does often reason overule,
- 14—And throw a cruel sunshine on a fool:
- 15—Live well, how long or short permit, to heaven:
- 16—They who forgive most shall be most forgiven.
- 17—Sin may be clasped so close we cannot see its face—
- 18—Vile intercourse where virtue has not place.
- 19—Then keep each passion down, however dear,
- 20—Thou pendulum betwixt a smile and tear;
- 21—Her sensual snares, let faithless pleasure lay,
- 22—With craft and skill to ruin and betray;
- 23—Soar not too high to fall, but stoop to rise,
- 24—We masters grow of all we must despise.
- 25—O, then renounce that impious self-esteem;
- 26—Riches have wings and grandeur is a dream.
- 27—Think not ambition wise because 'tis brave,
- 28—The paths of glory lead but to the grave.
- 29—What is ambition?—'tis a glorious cheat,
- 30—Only destructive to the brave and great.
- 31—What's all the gaudy glitters of a crown?
- 32—The way to bliss lies not on beds of down.
- 33—How long we live not years but actions tell;
- 34—That men live twice who live the first life well.
- 35—Make, then, while yet ye may, your God your friend,
- 36—Whom Christians worship, yet not comprehend.
- 37—The trust that's given guard; and to yourself be just;
- 38—For live we how we can, yet die we must.

1, Young; 2, Dr. Johnson; 3, Pope; 4, Prior; 5, Sewell, 6, Spencer; 7, Daniel; 8, Sir Walter Raleigh;

9, Longfellow; 10, Southwell; 11, Congreve; 12, Churchill; 13, Rochester; 14, Armstrong; 15, Milton; 16, Bailey; 17, Trench; 18, Somerville; 19, Thomson; 20, Bryant; 21, Smollet; 22, Crabbe; 23, Massinger; 24, Cowley; 25, Beattie; 26, Cowper; 27, Sir Walter Davenant; 28, Gray; 29, Willis; 30, Addison; 31, Dryden; 32, Francis Quarles; 33, Watkins; 34, Herrick; 35, Mason; 36, Hill; 37, Dana; 38, Shakespeare.

## The Culture Demanded by Modern Life.

AMERICA in the latter part of the nineteenth century is intensely practical, and demands a culture on the part of its inhabitants equally practical, and in no way can this result be brought about except by a more enlarged study of the sciences.

Ideas and character having outgrown the arbitrary institutions of the remoter past, there has arisen between them an antagonism, of the results of which modern history is full. Educational institutions which have been bequeathed to us by the past and which may have been suited to their times, have fallen out of harmony with the intellectual necessities of modern life, and a conflict has arisen, which is deepening in intensity with the rapid growth of knowledge and the general progress of society.

As man is a being of action it is demanded that his education shall be a preparation for action, and that he spend his energies on those subjects of study which will afford a better preparation for the duties and work of the age in which we live.

The adherents of the traditional system of education, that knowledge is to be acquired not on account of its capability of useful application, but for its own intrinsic interest, that the purpose of a liberal education is not to prepare for a