

generation, but in the next. What lot are we preparing for our children? We are extending education to the masses, we examine more than we ever did before, we scarcely leave a corner for the dunce or the sluggard to creep into. But all this is of little worth unless the highest culture of the nation is maintained at its proper level. The *lycées* of France send out every year masses of students modelled to order and prepared to pattern, but whatever academical enlightenment France can boast of during the last fifty years she owes to one institution of about a hundred students, the *École Normale*. Is it desirable, in the interests of the future of our country, that we should continue to increase our large public boarding-schools, in which it is difficult to secure that literary interest should ever be paramount, or should we rather look to an organised system of day-schools drawn over the country, in which the home influence will not have lost its force, supplemented in exceptional cases by boarding-schools of the size of Milton's ideal academy, large enough to embrace all varieties of life and character, but not large enough to destroy, what must be the vital principle of every successful school, a real and living enthusiasm for literature and learning?

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