

master, and a keen interest is felt in the place which he holds in his class. If our experience of English homes is different, it is because we have not learned the habit of superintendence, and because we are too ready to throw off responsibility when our children go to school, and to think that their education is a matter which no longer concerns us.

In countries where a system of day-schools is understood, children become a source of education to their parents; they either lead them over the paths which they themselves have trodden in earlier years, or introduce them to new fields of culture, which might have remained for ever closed to them. It may be urged that this is only possible in a simple state of society, and that in times of greater wealth and more complex civilisation the home is not fitted to take its part in the work; the children of a successful barrister, of a hard-worked Member of Parliament or man of business, cannot receive their father's care, and in many cases had better be at a boarding-school. If this be true, the school should be as like a home as possible in its essential particulars, offering indeed a wider experience and opportunities for a fuller play of character, but never losing the simplicity and industry which are apt to disappear in large institutions. It may be true that the most distinguished men in England, both in the universities and in the world, have been educated at large boarding-schools; but the experiment of day-schools has never been fairly tried. If the flower of English youth go habitually to boarding-schools, it is not strange that the most successful Englishmen come from these establishments. Of this we may be certain, that the greatness of a country is dependent upon her schools more than any other thing else, and that, unfortunately, not in the present