

In the New World lay the whole interest of the question of the Spanish Succession for England. The negotiations of William and the campaigns of Marlborough were undertaken to keep America open to English enterprise. The acquisitions of the treaty of Utrecht—Nova Scotia, Gibraltar, Port Mahon, and rights of trade to Spanish America—were evidently calculated to prepare the way for a new expansion. This accordingly commenced in due time with the colonization of Georgia, and with that great attack on Spanish America which seemed to revive the days of Cromwell.

That attack was made in 1739, and the third wave of expansion fills, as I have said, with its swelling, culminating and subsiding, almost the very period of the eighteenth century which corresponds to the Victorian age in the nineteenth. And thus we see English history from Elizabeth to Victoria divide itself into four great struggles, followed by four great movements of colonial expansion.

But the third of these movements—that which belongs to the eighteenth century—has certain remarkable characteristics of its own, and both on

this account and as being chronologically nearest to the Victorian expansion, deserves peculiarly to be considered. The earlier expansions, as well as that of our own age, are mainly peaceful movements of population. At one time a *Mayflower* carries out religious refugees, at another time Australian gold mines attract adventurers. But in this eighteenth century movement there is little emigration, little proper colonization. In place of it there is war and conquest. Florida is taken from Spain, Canada from France, an empire is founded in India. That generation saw with astonishment England making wide conquests in Asia and America at once. For the first time she seemed to be playing the part of a Rome or a Macedonia which was the more surprising as she was not even a military state, as she scarcely possessed even an army. Could it be, they asked, that the remote descendants of the "British warrior queen" who had been crushed by the Roman power, were destined to reign in regions Cæsar never knew, and far beyond the utmost flight of the Roman eagles? It was quite a new and unexpected chapter in English history.

WHAT SHALL THE PUBLIC SCHOOLS TEACH?

MASSACHUSETTS is the birth-place of the public school. "As an innovation upon all pre-existing policy and usages," says Horace Mann, "the establishment of free schools was the boldest ever promulgated since the commencement of the Christian era." Time, which tests all things, has left no occasion for the vindication or eulogy of this institution. But in these latter days, when *doctrinaires* assume to limit the teaching of the common school to elementary branches, it is interesting to

observe how comprehensive was the thought of our fathers at a time when the wolf was at their doors, and poverty was the companion of their fire-sides. In one of the earlier colonial statutes, it was ordained that, while every town of fifty householders should teach every child to read and write, every town of one hundred should establish a grammar school where youth might be "fitted for the university, to the end that learning may not be buried in the graves of our forefathers in church and common-