

after us. It was his firm conviction that a sound education can never be too widely spread or too eagerly enjoyed which was the source of Dr. Birkbeck's claim to the gratitude of prosperity. He saw that the knowledge of truth was not meant to be the privilege of a class or of a set. In an age when the strongest prejudice existed against the education of the poor, he, as far as in him lay, threw open to the poor an education as sound and extensive as his own. In an age when the strongest prejudice existed against the education of women, he earnestly claimed for women their fair share in the educational privileges of men. He was for spreading the banquet of knowledge before all alike, and he trusted that nature would see that the Benjamin's mess fell to the lot of those who had the keenest appetite and the strongest digestion. And if all these seem common-places now, we must remember that, as it has been said, "the commonplaces of one generation were the paradoxes of the last." How could they ever have become common-places but for the ardour of conviction which inspired a few far-seeing men? And how far greater a thing is this spirit of personal, practical, rational benevolence than any mere gifts of money can be? Dr. Birkbeck—and in speaking of him I speak also of his friends and coaljutors and of the son who now so worthily fills his father's place.—Dr. Birkbeck was, no doubt, even in the mere matter of money a most generous man. But it was not his pecuniary generosity which has caused his name to become the household word which it is to-day. It was because he gave to his great work something far more precious and rarer than money—the intelligent and single-hearted devotion of a life. We honour him, not so much because he helped others from without, as because he touched the chords, he evoked the impulses which enabled them to help themselves from within. It is not for his endowments that we thank him most, but for his example; as, indeed, for any institution its founder's high example is the best of endowments; and the most enduring legacy which a man can leave to his country is a memory which impels the men who come after him to strenuous efforts and to exalted aims.

The above seem to be the best passages out of two most striking speeches. They may well cause a loyal subject in any part of the Empire to feel an emotion of pride that the old historic throne of England can show Princes and Princesses so worthy of their high position. And the man who cannot distinguish such an emotion of pride from "Flunkeyism," had best remember Carlyle's

retort to the proverb, that "No man is a hero to his own valet," namely, "that that is because the valet is a valet, and not because the hero is not a hero."

BROTHER IGNOTUS.

PROFS. BLACKIE & BONAMY PRICE ON THE STUDY OF THE CLASSICS.

The question of the place of Greek and Latin in modern education, is discussed in the *Contemporary Review* for March, by Professor J. S. Blackie, and Professor Bonamy Price; the first advocating "A Radical Reform in Teaching the Classical Languages," and the latter giving his views "On the Worth of a Classical Education." Prof. Blackie considers it certain that "Greek and Latin as an intimately related and closely interlacing whole," cannot "stand in the same relation to the culture of the eighteenth (*sic*) century that they did to the culture of the sixteenth century. . . . New circumstances have arisen, new tasks are to be performed, new tools are to be provided, new training is necessary. Whoever denies this is blind both before and behind; great changes cannot take place in society without corresponding changes taking place in the three great organs of social life, the State, the Church, and the School And this diminished influence of the classical languages, as against the rich growth and influence of modern culture, is asserting itself more and more every day, and will continue to assert itself. In the face of this fact, the inculcators of classical lore at school and college must in the nature of things abate their demands considerably; and, if they wish to make this abatement less serious, they must by all means in the first place change their tactics, and improve their drill. In other words, whatever loss in certain directions may fall to the higher English culture from the extrusion or subordination of one or both of the classical languages from school or college, may be reduced to its minimum by a dexterous change of front and an improved practical drill." The inordinate time and energy at present expended in English schools and colleges on the ancient