

which gives to the new subjects, physical science and modern languages, the place we all now feel to be due to them. It moves the envious regret of one who was educated under the old system at a school where nothing was taught but Greek and Latin. At the same time, nobody ought to complain, because by the retention of Greek and Latin, at least as optional studies, the connection between the old and the new system is preserved. We cannot at once break with the past in the case of education, any more than in other cases. Education, like things in general, is in a state of transition, which wisdom will smooth, not render it more abrupt. The advocates of a sudden and complete change of the school and University course in the interest of Science seem a little unmindful of their own doctrine of gradual evolution. Old studies may be rationalised and liberalised without being discarded. We may give up the weary and barren grinding at Greek and Latin grammar, the useless torture, as it is in ordinary cases, of Greek and Latin composition, without giving up Greek and Latin. To Greek I do not cling; I was always willing to give it up as a compulsory study, even at the Universities, because it seemed to me that few students gained a sufficient mastery of it to repay them for the drudgery of learning the rudiments. But I do cling to Latin, of which a respectable knowledge is more easily attained. It is far superior to any modern language for the purposes of linguistic training; and, besides itself enfolding great treasures, it is the key to French, Italian, and Spanish. We are here dealing not merely with elementary, but with more advanced education; and therefore it is not out of place to remark that perhaps the highest fruit of education, after all, is intellectual power. Not that there is anything to prevent

knowledge and intellectual power from being acquired by the same study; but it is well to keep the double end in view. The power of sustained attention above all is invaluable; it should be carefully and systematically cultivated in a child; where it is wanting nothing satisfactory can be done. The Scotch, I take it, are indebted for their proverbial success in no small measure to the mental habits formed by the strict arithmetical drilling in their schools. Amidst the crowd of subjects, old and new, now pressing for admission to the school course, we have to be on our guard against attempting too much, and imparting a mere show of multifarious knowledge. The bad effects of such quackery will not be confined to the understanding; they will extend to the character as well. A little knowledge is not in itself a dangerous thing; it is better to know a little of a subject than to know nothing. But it is dangerous to think we know much when we know little or nothing.

By teaching singing and drawing you provide for the æsthetic part of our nature as well as for the literary and scientific. The total neglect of this kind of instruction was surely a great defect in our old school system. Germany shews us how important and how beneficial an element in national life and character music may be made. For the purpose of general education music has the advantage over drawing of being social, and of being more easily carried up to a satisfactory point. But drawing, independently of its value as an element of culture, may have a high industrial value, especially under the circumstances in which English industry is placed. At least, I cannot help thinking that England, to maintain her ascendancy, will have in some degree to adapt herself to changed conditions, so far, at least, as the trade with America and the Colonies is concerned. Those