

ory, are reproduced, and the place in school or the certificate is gained. But the mind remains unenlightened, no habit of independent thought has been formed, no desire of intellectual acquisition. The boy thus educated, cannot move a step, when left to himself.

Thus, starting from a place in which the highest governing classes were trained for public life on a classical foundation, the modern public school, has gradually become a pleasant home, for eight months in the year, a good school of character for the ordinary boy, a copious reservoir of air and exercise, but a place where a high moral standard is not likely to be found, and where the highest intellectual life would find no room to develop. The old ideal is pictured in undying verse :—

“To follow greatness with supreme desire ;
The beckoning peaks of glory to admire ;
In youth's clear dawn to gaze with sober eye
On the chaste splendours of the classic sky ;
True praise to love, false vulgar praise to flee ;
Such were the lessons that I learned from thee.”

The modern ideal still remains unsung. Such being the condition of our modern public boarding-schools, it is a misfortune, that efforts for supplying the deficiencies of middle-class education, should still aim at reproducing this type, and should not prefer the older, the more wholesome, the cheaper, and the more workable type of day school. A day-school must be cheaper than a boarding-school, because a boy can live with less expense at home. The difficulties of morality and discipline are far less, so that there is no need of that elaborate drilling into occupation, which presses on the conscience of a boarding-school head master ; the teaching staff is not overworked, but has time for self-improvement. The boys in consequence drink from a running brook, and not from a stag-

nant pool. Athletics do not assume that rank in the curriculum, which in some schools almost attains the level of a national calamity. The love of growth and acquisition natural to a healthy mind is not crushed by the tyranny of public opinion, or spoiled by a Procrustean curriculum. Above all, the family life is not broken up. It is indeed, a strange delusion, which forces parents to part with their children, just at the time when their interest in them must be closest, and their influence over them is most desired. A boy sent first to a preparatory and then to a boarding-school, knows little of his sisters and his home. During his holidays he lives an abnormal life, as that time is often chosen for the family flitting. The companionship of the sexes, the provision of nature for sweetness and purity of life, is ruthlessly broken through. What wonder, if nature avenges her violated laws ?

It is true, that all homes are not fit for children to grow up in, but the presence of children benefits and exalts the home. To follow the education of the child, is a new training for the parents, who live over again the experience of their youth. Facilities of communication make it easier than it once was, for a day school to draw from a large area. London is girt with a circle of day schools whose resources are far from exhausted. Westminster, St. Paul's, Dulwich, the City of London School, Merchant Taylors', the schools of University College and King's College, are a sufficient provision for a very extended population. Let those who admire the special type of modern public school education continue to patronise them. But let us free ourselves from the tyranny of superstitious reverence. When so large a proportion of the best boys in England go to public schools, it is no wonder that so many of the best men are produced