

the possibilities of his education. For the ordinary pupil the introduction to a totally new study is neither easy nor interesting since the first part of it must consist in becoming acquainted with a number of somewhat dry and disconnected facts. The true meaning of these can be fully understood only at a later period. With the primary facts as a foundation, by a process of combining and distinguishing, of drawing conclusions and discovering general principles, weaving in, in the process, many other particulars, an intelligible web of relationships is woven together and becomes a reasonable part of knowledge with considerable interest for the pupil. It is in a measure his own product, and in the producing of it there is true education. Plainly enough, the education can be acquired only if the pupil's attention is confined to one or

two subjects with which he may become tolerably familiar. The artist could never become an artist by spending a few days at oil painting, a few at water colours, a few with pencils, a few with chalk and a few with crayons. A musician does not become such by practising for a short time on every variety of musical instrument. If most of the pupil's time is taken up in acquiring the rudiments of new subjects, or if the quantity of his work is so great that neither his teacher nor he can spare the time for education, his school days are apt to be of small value to him. Often they are worse than valueless, since they turn the youth against study and give him wrong ideas of education. Education not information, quality not quantity, should express the ideal of our school system.—*Queen's College Journal.*

GEORGIAN AND VICTORIAN EXPANSION.*

SIR Robert Rede's lecturer ought to be careful in the choice of his subject. He speaks but once, he speaks to an audience not purely academic, and yet he speaks in the Senate House of Cambridge. How to find a subject worthy of the Senate House of Cambridge, and yet not abstruse, and at the same time a subject which can be profitably treated in a single lecture.

A subject is at this moment occupying all minds which, being historical, falls within my own department. When we survey her Majesty's reign of fifty years, when we ask ourselves, has it been a happy and glorious reign, and how does the Victorian age look when it is compared with other similar periods of English history? We certainly ask a question

which is historical. The Rede Lecture ought not, in my opinion, to be turned into a commemorative oration; I shall not appeal to your feelings. But I can hardly refuse a subject which is, as it were, presented to me. Not, indeed, that I would attempt to furnish a direct answer to this question of the year. If a panegyric would be out of place, anything short of a panegyric at this moment would shock your feelings. But I hope to say something on historical periods in general, on periods in English history, and more particularly on those recent periods which have a kind of family likeness to the age of Queen Victoria; to say something which may help you to discern where we stand at this moment and in what direction we are moving.

In this particular age certain happy and bright features are more than

* The Rede Lecture, 1887.