

topics. The head-master is only honorary president. After the young speakers have addressed the meeting, the vote is taken, the arguments and the debate are summarized in a report; it is a small parliament. In addition, three of the oldest edit a review, *The Triumvirate*. Their aim "is to arouse in their comrades extended ideas of patriotism, and to interest them in the affairs of the country." They belong to the conservative opposition, argue about the French alliance, about the elections, about the right of voting. There are some common-place things in it, and some gush; but good sense is not absent. For example, with regard to the right of representation, which they wish to extend up to a certain limit only, they appeal to their reader's experience. During the holidays in the country he has seen that the villagers, the shop-keepers of the proposed class, are sufficiently educated to vote rightly. Thus, the argument is practical, drawn from facts, and not from a pompous theory. I have just read a number of this review. Certainly, our students of rhetoric produce by no means anything approaching the same degree of culture and political information.

Add still another trait: All, or nearly all, are religious; they would be shocked at an irreverent word; they sing earnestly in the chapel. Since Arnold's time, the aim of education has been to produce Christian gentlemen; most of them are professedly religious, take the sacrament, and pray nightly of their own accord. Thus, when they enter the world, they are the upholders, and not the adversaries, of the great ecclesiastical establishment of the national religion.

On all hands, I arrive at the same conclusion: There is not in England any great separation between the life of the child and that of the full-grown man; the school and society are on an equal footing, with no intermediate moat or wall; the one leads to and prepares for the other. The adult does not, as among us, leave the compartments of a hot-house, an exceptional regime, a special atmosphere. He is not troubled, taken out of his element by the change of air. Evidently, to my eyes at least, they are greater children and more manly; greater children, that is to say, more addicted to play and less inclined to pass the limits of their years; more manly, that is to say, more independent, more capable of governing themselves and of acting independently. The French school boy, above all the inmates of our colleges, is wearied, embittered, rendered acute, precocious; he is caged up, and his imagination ferments. In all these respects, and in what relates to the formation of character, English education is superior; it better prepares for the world, and forms healthier minds.

The author of "Tom Brown's School Days" says, When I formed the project of writing this book, I endeavored to represent to myself the most common type of a little English boy of the upper middle class, such as I had witnessed in my experience, and I faithfully maintained this type from the beginning to the end of my story, while merely striving to give a good specimen of the species." The book thus conceived had an enormous success. Youths and adults all recognize themselves in the picture, and we can make use of it in admitting with the author that the portrait, if not flattered, is at least kindly.

Neither Tom nor his father cared much for education, properly so called. His father asks himself, "Shall I tell him to mind his work, and say he's sent to school to make himself a good scholar? Well, but he isn't sent to school for that—at any rate, not for that mainly. I don't care a straw for Greek particles, or the digamma, no more does his mother. What is he sent to school

for? Well, partly because he wanted to go. If he'll only turn out a brave, helpful, truth-telling Englishman, and a gentleman, and a Christian, that's all I want." And when Tom, several years afterwards, asks himself what he came to school for, he replies: "I want to be an A. 1. at cricket and football, and all other games, and to make my hands keep my head against any fellow, lout, or gentleman..... I want to carry away just as much Latin and Greek, as will take me through Oxford respectably..... I want to leave behind me the name of a fellow who never bullied a little boy or turned his back on a big one." Remarkable works, and which well sum up the ordinary sentiments of an English father and child; science and mental culture occupy the last place; character, heart, courage, strength, and bodily skill are in the first rank. Such an education makes moral and physical wrestlers, with all the advantages, but also with all the drawbacks, attached to this direction of mind and body.

Along with other unpleasant effects the rude instincts are developed. An Eton master says that "play comes first and books afterwards." The child places his glory, like Tom Brown, in being a good athlete; he spends three, four, five hours daily in rough and violent exercises. At hare and hounds, a boy flounders for hours in plowed fields and in muddy meadows, he falls in the mud, he loses his shoes, he picks himself up as well as possible. At foot-ball the sides precipitate themselves upon each other; the boy underneath bears the weight of an entire mass, arms and legs are dislocated, collar-bones broken. Nearly all the games habitually yield bruises; pride is taken in not minding them; and by a natural consequence, there is no more hesitation in inflicting than in submitting to them. The child becomes a fighter, a boxer. The author of "Tom Brown" says, "To fight with fists is the natural and English way for English boys to settle their quarrels." All the men I have met did so at school, and this is still common.

Unfortunately the school arrangements operate in the same direction; in addition to imposition, the being kept from play and confinement, the birch is used. In certain schools, it is enough for a boy to appear three times on the "black list," for him to have to prepare for a flogging. This morning four were flogged at Harrow. In all the schools it is the head-master to whom this amiable office appertains. There is hardly a head-master in France who would accept, at such a price, a salary of £6,000. In principle, the flogging is for all, even the larger boys; yet scarcely any but the younger and smaller boys are subjected to it; a strange thing is that it is not unpopular. Fifty years ago at the Charter House the boys, hearing that it was proposed to substitute a fine for it, rebelled, crying, "Down with fines! hurrah for the birch!" and on the morrow they renewed acquaintance with the beloved birch. The teachers with whom I have conversed consider that this chastisement is not humiliating, and that it develops special courage in the child. According to them the strokes are a natural form of repression. It is enough that opinion does not regard them as humiliating, and that the sufferer does not feel himself insulted. Under the head-masters, the big boys entrusted with maintaining discipline have the right to inflict the same punishment. For this purpose they carry a cane in certain schools, and use it.

Here it is necessary to refer to a shocking institution—"fagging," or the obligation of the little boys to be the servants of the bigger ones. The practice has been modified, softened, at Harrow, at Rugby, and in some other establishments; but in itself it always continues