

than in the feeling that it costs something. No class, no pupil, can afford to leave any schoolroom, after twelve years of age, at least, without having done something to make the schoolroom or yard more attractive or helpful. Permanent loyalty to the school and teacher is indispensable to the greatest usefulness of the school.—*Journal of Education* (Poston).

IT is idle for women to claim that they can equal men in the lines to which men are specially adapted, and to plead that only artificial obstacles prevent them. Men show their fitness for a certain career by overcoming such obstacles. It would be a far more dignified position for woman to take, to cease measuring herself by man's standard; to maintain that while there are some things which man can do better than she can, there are others which she can do better than he, and that her mental qualities while not the same yet are as valuable to the world as his; and then to set about developing her mind in its own proper direction to the highest possible degree.—*Education*.

THERE are a good many who believe that something which they call education can work miracles. They believe that if they were only educated they would be wiser and better and richer men than they are. These worshippers of education appear to forget that all men are not intellectually, any more than they are physically, alike. They see that men are tall and short, fat and lean, strong and weak, and they know that by no kind of training can a short man be made tall or a weak man strong. But they cannot be brought to realize that there are as great disparities between men mentally as there are physically. Judicious training can enable a man to make the most of what is in him,

but it cannot give any power that nature has denied him. They are mentally very much what they are physically. There is an almost infinite variety of endowment, but if nature has not given a man a more than ordinary share of brain power all the colleges and schools in the world cannot make up the deficiency. Education, when it is really educative, enables a man to make the best use of his mental outfit but it cannot add to that outfit in the least.—*The Victoria Colonist*, B. C.

EVERY now and again we hear from parents and guardians, and especially from those who are *laudatores temporis acti*, that the young men and boys of this generation are lacking in that mannerliness which is the special stamp of good breeding. They complain of brusqueness and uppishness, loafing and uncouth habits, unseemly if not vicious speech, and a general deficiency in good—that is, gentlemanly—behaviour. It must be confessed that, in a large measure, the complaint is justified by the fact. We do not mean to say that the young gentlemen of the last few generations were more virtuous by nature or more moral by inclination than those of to-day, but we believe that they were infinitely better mannered. The education they received—sleepy and inefficient as much of it was—at least included the inculcation of good manners. The comparative lack of competition in the various professions and occupations open to the sons of gentlemen helped, rather than hindered, a training which—to its honour be it remembered—at least said: "Learn to be both scholars and gentlemen, and if you can be but one be gentlemen." Now, however, there are too many influences drawing our boys in the opposite direction. The tendency is to develop only one half of the pupil—his mental side, and