

THE BLUE COAT SCHOOL.—And Christ's Hospital, as the "Blue Coat School," is the next old institution threatened by the hand of the destroyer. I do not mean that the grim old pile itself is threatened,—but all that goes to make up its individual charm, and recall its antiquity will vanish if once the baleful competitive examination enters those hallowed walls, and the quaint, picturesque little figures one now sees romping bareheaded in the quadrangle just off the busy city thoroughfare are to be deprived of their blue coats and yellow stockings, and clad as other urchins. The "Blue Coat School" is doing good work; it provides a splendid education for many and many an honest lad who would never have either wits, nerve, or physical endurance to pass through the ordeal which precedes the "survival of the fittest." Surely there might be one or two places left on the face of the earth for those who are *not* clever, but who have to live and to earn their living all the same.

The old system of nomination provided for such boys,—they had, they have still a right to be provided for; and if the gentle, tender-hearted boy-king, Edward VI., who founded this noble Christ's Hospital, could make his voice now heard, I fancy it would plead for the weak who are thus to be thrust to the wall. It is perhaps just and right—or, at all events, it seems the only thing to be done—that coveted posts and situations should be the reward of competition,—those presumably best suited for the places obtaining them; but is it fair, is it just, to prevent the slower, duller boy from getting the education which might develop such powers as he possesses? How may we take from him the privilege which has been his by free gift from the foundation of such institutions as Christ's Hospital? Many a poor pensioner who has rendered the state good service will sigh when there are to be no more nominations to the "Blue Coat School."—*L. B. Walford, in The Critic.*

NOTES FOR TEACHERS.

INDIVIDUALISM IN EDUCATION.—Perhaps the worst feature of any routine discipline is that it fails to take account of the vast differences which exist between individual pupils, and treats a whole class of students as if they all were cast in one mould. The very first task of the educator is to place himself in close and sympathetic contact with the pupil, and thus to discover what his nature offers to culture; the next task is to adopt measures to develop these offerings.—*Atlantic Monthly.*

A TEACHER'S MESSAGE TO HIS BOYS.—Dr. Potts, Head Master of Fettes College, Edinburgh, "a man of high attainments as a classical scholar, and a very distinguished educationist and

administrator in the management of a large school—was very suddenly called away last year. Knowing that the end of life was fast drawing nigh, he said he wished paper to write this last message to his boys: "I wish, particularly, to offer to all the boys at Fettes College (particularly to those who have been here any time) my grateful acknowledgment of their loyalty, affection, and generous appreciation of me. I wish, as a dying man, to record that loving-kindness and mercy have followed me all the days of my life; that for me faith in God is the sole firm stay in mortal life; that all other ideas but Christ are illusory; and that duty is the one and sole thing worth living for."—*U. P. Magazine.*