

obedience in a despotism, but in America it clamours for the reins of power.

We are not so extreme as to claim that education is the remedy for all evils, social, political, and otherwise. But it is *a* remedy, and intelligence is the medium through which all reforms must act.

There is yet another outcome of the present educational tendency which, if not so apparent as the political one, is none the less serious. I refer to the unequal education of the sexes. This is the most novel sight of the century—women labouring with their intellects and men with their hands. While our young women are comparing courses of study and arranging to continue their education as far as strength and circumstances will allow, their former playfellows (with contempt for all studies that do not bear directly on practical things) are scattered into various departments of commercial life.

These young people come together again in a few years. They really have little in common.

Miss A—is a college graduate with an all-round education. She would be at home in any age, country, or society in which you might place her. She has bright ideas on all subjects, and is bringing her life up to the highest intellectual and moral standards.

She meets Mr. B—who forsook school some ten years ago for business life. He “has a good head on him”—has made a success of life, and by this time is well on the way to independent circumstances. He reads; oh, yes, he reads the daily papers and can talk glibly of current politics and the dramatic hits of the season. But Miss A finds his ignorance amusing and cannot help feeling just a little contempt for the man who stares blankly when she mentions a new book or the latest developments

in oriental research. For all this, there is an attraction about the successful young man, and Cupid is not in the habit of limiting his archery to the range of mental affinity; so Miss A—marries her inferior, with a vague idea that they will grow to think alike after a time.

What is the result in a relationship demanding the most perfect sympathy of interest and aim? These two have been developing in different directions for years. They are now far apart and the legal bond is powerless to make them one. The dew is not off the honeymoon before one or both discover this. Some women make the best of the circumstances by giving up the part of their life which their husbands cannot share, and descending to the masculine level. Others to whom this course would be unendurable, develop a dual life, a true inner one of elevated thoughts and ideals and a more or less artificial outer one in sympathy with their husbands' tastes. The former fall short of the ideal of mutual helpfulness, and the latter sever the bond of conjugal affinity. Is it any wonder we so frequently hear the question, “Why do not more of our girls marry?” If there were no other consequences than this of the commercial tendency, it would be worth the while of parents and young men to consider the school question seriously.

So far as parents are concerned, the duty lies in the home while the boys' ideals are developing. He should be taught that every additional bit of study adds to his ability to make a success of whatever he may attempt. But, more than this, he needs to learn that besides bank accounts and material prosperity, there are desirable things not to be measured by “the golden yard-stick.”

Parents will have to be convinced of these things themselves before we can expect them to influence their