

over land and seas, to scale mountains, to bridge the widest rivers—to give us light from electricity, to transmit our voices over space, to do things unknown and undreamt of only a few years ago. Graduates in law—your knowledge will give you power when at the bar to uphold the rights of the oppressed, and when on the bench to interpret the laws of the land, and to administer justice. To all of you let me say that to acquire the knowledge which gives power, it was necessary in the first place to get the instruction which your college course has given to you, and that now you must look forward to further hard toil and to slow acquirement. Now and again a man may achieve success without seeming effort or application, but such a man is an exception, and it would not be wise nor safe for you to hope for such a chance, and you should, therefore, calculate to travel the old dusty road we have travelled before you. Work onwards and upwards all the time, and be thorough in all you do. In a few moments we will part, but in leaving these halls you will carry with you the sincere wishes for your future success, health and happiness, of your Alma Mater. And now, farewell!

Editorial Notes and Comments.

The little manual prepared by Mr. Hughes, of Toronto, gives many a corrective hint to the teacher who is apt to adopt some new school device, because she has heard some speak well of it and not from careful personal investigation of its merits and demerits. As no one individual can be a whole or complete man standing alone, so no school device or instructional method can be estimated by itself outside its relationship to the whole organization of the school or system. And if Mr. Hughes has been able in small compass to point out the mistakes unexperienced teachers are apt to make in school-work, he would certainly have to expand his volume to more than double the size were he to discuss in full the idiosyncrasies of our educational theorists, and the manner in which their theories so often run to seed. The usefulness of the Kindergarten was a few years ago in every one's mouth, and there was hardly a city in our Dominion where some young lady, who, notwithstanding her claims to be of the gentility of the land, had her own living to make, did not attempt some venture in the form of a Kindergarten. It is hardly necessary to say that most of these schools have now been abandoned, to be followed by what may be called systematized Kindergarten work under specially trained Kindergarten teachers. To get at