

work, not eight or ten hours a day, but sixteen hours, year after year. There are difficulties to be overcome, privations to be practised, knotty problems to be solved, sacrifices of ease and comfort to be made, and great struggles to be pressed. Hundreds, who possess a burning thirst for knowledge, accept the experience, with all its hardships, and press forward for the prize, enjoying the labor as they go. But thousands shrink from the undertaking before they begin, and other thousands turn back after trying the up grade, disheartened and appalled. It is too much work for them, too great a tax upon time, patient thought, and application, and too much pushing, pushing, pushing. They discover precious little play in the career.

The average boy and girl do not love study any more than they love to work. What they need is not to delude them into the idea that it is easy to acquire an education, but to inspire them to decide for it in spite of all the difficulties and hard work necessary. This makes them manly and womanly. The more they can be made to see plainly in study, the less will they be disposed to apply themselves closely. The more they can feel a desire to surmount obstacles in the acquisition of knowledge, the stronger they will become for true work, and the more they will enjoy it. For this reason, pupils must understand that it is hard work to get an education, and will require the best and noblest qualities they possess, applied for years. It is the only possible way of developing manly and womanly attributes. The great majority of educators are of the same opinion on this subject. They see clearly that youth of both sexes must be inspired to noble action, instead of being lulled into inactivity by the idea that education is play. There is no inspiration to the highest endeavor in

play of any sort. Inspiration comes with the idea of self-sacrificing, conquering effort; that the highest achievements are the reward of the loftiest purpose and hardest work. Inspiration comes from the inside instead of outside of a human soul; and the thought of play can never touch the button that turns on the mental and spiritual illumination. It is the thought of hard work, with the goal in view, that does it.—*William H. Thayer.*

Every now and then one hears the remark, that college girls do not have good manners, writes Mary G. Bush, in *The Outlook*. The charge is so sweeping, and, if based on fact, so deplorable, that it merits careful examination. It is pertinent to ask what homes furnish the bulk of students to colleges for women.

The best element in these institutions is contributed by homes dedicated to religion, learning, art, and the spiritual side of life as contrasted with the merely material. The daughters of preachers, teachers, doctors, lawyers, authors—in fine, of men in whose lives the intellectual predominates—constitute this desirable element. Fine of fibre, and not lacking in vigor, these girls are almost invariably leaders by virtue of a superior degree of civilization. They may not, on all occasions, display the *savoir faire* of the fashionable girl, but in all essentials of conduct their traditions are excellent.

Many homes to which a sudden prosperity has come are also represented in the woman's college. Fathers and mothers, feeling their own limitations, desire to give a better chance to their children than has been possible for themselves, and turn to schools and colleges with a truly American faith in the refining potency of education. In consequence, we find many students in