

and an educated man must certainly have sufficient training in these lines to enable him to understand what the world is doing. The average graduate of the University of Manitoba gets enough science to mystify him, and the graduate in that particular branch is quite as qualified to pursue his studies as though he had devoted himself, during the two years, to mathematics or modern languages. If the University cannot afford to maintain a suitably equipped building for the study of science, let that course be quietly dropped from its curriculum. The result of continuing a science course in name only can but be in the end the loss of all standing among fellow institutions.

The faculty has of late seen fit to enforce the printed regulation respecting attendance at College prayers. The regulation has always been published in the calendar, but the matter of attendance at College prayers was never insisted upon until within the last few months. The former methods of regarding the regulation has found, and still finds, ardent defenders. But, while this is true, yet we think that the faculty has done the wisest and best thing, and wonder that such steps were not taken before. Our reason for taking this view is briefly as follows: Education does not mean the impartation and acquisition of facts pertaining to any individual art or science. To so regard it is to miss its truest and best end. Even to confine education to the training of the mental faculties is to unduly limit its

sphere. It should mean the training of the whole man, and include acquisition of facts pertaining to the various branches of knowledge, the development of the mind to clear and accurate thinking, the cultivation of habits of life which will give the greatest scope and efficacy in the foregoing branches. Habits of life are not born with us. We come into life with tendencies, not with habits. These are formed. Good and regular habits are acquired just in the same way as bad and irregular ones. Youth is the time when actions become crystalized into habits and habits into character. Once they have become so crystalized it is a very difficult matter to break up the foundation. The attention of all educators should be directed to this all-important fact. We might be pardoned for saying that it is our opinion that not enough attention is paid at present to regular, tidy and methodical habits. A ship may be equipped with all necessary furnishings, embellishment and capacity, but lacking a rudder, she sooner or later comes to grief in the sphere where her work is to be done. Character, the product of habit, is the rudder of human life. Though manhood may be thoroughly equipped, yet it fails to do its proper work without the directing power of good character. This is what the faculty has taken a step in the direction of securing, and we heartily commend them for it. Life is the important thing for all men. The processes of the present derive their meaning and significance from their bearing on the future.

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