

And as it varies, so do rights vary. It is not only the source but the measure of rights. There is a fundamental inequality in human nature, and civilization tends vastly to increase and to accentuate it. And every man has the right, to the best of his ability, to accomplish his manhood, to be fully himself, and to take the due place and wield the due influence of his selfhood in the social organism. To thwart the legitimate development, to restrict the legitimate influence of personality, is a wrong. And this wrong modern radicalism commits when it insists upon the absolute equivalence of all men in the body politic. Men, as a matter of fact, are

not-politically of equal value. Equal they are in their common nature. Equal they should be before the law. Equal they are not in personality, and therefore they should be unequal politically. The principle embodied in the claptrap phrase, "One man one vote," is a false principle, violating the rights of multitudes who are morally entitled to many votes.—*London Quarterly Review.*

Perseverance, dear my lord,
Keeps honour bright: to have done
is to hang
Quite out of fashion, like a rusty mail
In monumental mockery.

—*Troilus and Cressida*, iii. 3.

GEOGRAPHY.

THE TEACHING OF GEOGRAPHY.—Perhaps no school subject has been written about so variously as geography, for the sufficient reason that no subject is capable of a more variegated treatment. Were it not for the examiner, who holds us all in a team together, at least as concerns certain cardinal points, it is open for one to imagine that geography would go altogether to pieces, by its own inherent tendency to differentiate, and there would be no longer one geography any more, but many. Geography, it has even been asserted, is of the nature of a gas, and takes its form altogether from the pedagogic vessel in which it is contained; for to the physicist it brings up a vision of isothermals, volcanoes, and the scour of tides; to the biologist, a struggle of this flora and fauna with that; to the historian, the growth of strong places at strategic points and rich cities on the water-ways; to the politician, an arithmetical problem of the balance of military power and pro-

ductive activity; and to the philosopher, all these things and more. And one, in writing at one's ease on the subject, or in vacation plans, when the Lydian stone of practice has been left at home, is apt to follow these divergent suggestions too unreservedly, and to engender at last an ideal teaching of geography, beautiful indeed on paper, but requiring at its beginning the rare quality of omniscience in the teacher, and clearly aiming straight at omniscience in the pupil as its end.

School geography, or the geography of those that examine schools, is, however, an altogether different thing from the geography of pedagogic literature, and for a change it may not be uninteresting to consider this neglected branch a little, taking as our keynote for once low practice instead of high ideals.

Practically—this is written, without comment, as a matter of fact—school geography resolves itself into a knowledge of locality, the science of