

interest with which they have been received. We are not surprised at this, for the theme is of supreme importance, and even those who have passed the first stages during which such advice is most useful, must give their attention while the way which is thought best is pointed out to those who are pressing in their footsteps. The first statesmen of the day have not disdained the theme. Mr. Disraeli at Glasgow and Lord Derby at Liverpool have given to British youth their matured thoughts upon it; and hardly any one is so low as to think he cannot add a little to the common fund of knowledge. Notwithstanding the multitude of counsellors, however, it is possible that we have not found out much that was not known at some time to our ancestors, though the precepts may have been forgotten or unnoticed. We cannot dispute the noble examples of individual culture which abounded even in the remotest times, but one thing we may claim, that a greater number of persons are in our time afforded the opportunity of drinking at the divine fountain of knowledge. We are not disposed to value this privilege lightly, for the success of educational work must be judged not by isolated examples of high culture, but by the diffusion of knowledge among the multitude. Let the lives of the masses be lifted above the slow, unreasoning existence of undeveloped intelligence, and a great step has been taken beyond what ancient times can show us.

Those of us who listen to or read addresses upon university education and mental culture, may imagine that there is considerable diversity of opinion among those engaged in the work. It is true that there are differences of opinion, and it would be a great mistake to suppose that we have yet discovered an absolutely perfect system of education. But educationists are at least pretty well agreed in the rejection of certain injudicious systems which had their days. There is no longer any hesitation for instance, in disapproving the exclusively classical curriculum. Nor are there many intelligent admirers at the present day of that devotion to the midnight oil which took not into account the physical well-being of the student. It may be hoped that amidst all the impressive warnings respecting the importance of physical health, warnings which were recently reiterated by Lord Derby, there will be fewer victims to the *regime* lamented by Horace Mann, who said that in college he was taught all about the motions of the planets as carefully as though they would have been in danger of getting off the track if he had not known their orbits; but about his own organization, and the conditions indispensable to the healthy functions of his own body he was left in profound ignorance. There have been pedagogues who considered all time wasted when the printed page was not before their pupils' eyes, but we trust their day is past, and while the subjects of study are more numerous than our fathers ever dreamed of, it will not be forgotten that it is essential to success in life that the mind should have a suitable temple in which to reign, and that mere book lore without bodily energy is of little profit to its possessor.

One thing which is apt to bewilder the student of the present day is the great variety of the subjects which by his various instructors are pressed upon his attention as of equal importance, and each of which seems to him to demand a lifetime for its mastery. It is undoubtedly becoming more and more important for those who aim to excel in any pursuit to fix early their choice; after they have done so firmly and irrevocably, there is not much danger of their extending their studies too far. But if the student wanders listlessly, undecided and hesitating as to his future, there is danger that the keen memory and intellectual freshness of youth

may grow dull before the time arrives when the actual preparation for life's work is entered upon. "Le mieux est l'ennemi du bien," says the French proverb. By seeking uneasily and anxiously after what shall approve itself to his judgment as absolutely the best work for him, the student will often be put to serious disadvantage in the battle of life. "The man who succeeds above his fellows," said the late Lord Lytton, "is the one who early in life clearly discerns his object, and towards that object habitually directs his powers."

At the same time we are far from urging our young friends to make preeminence in some particular pursuit the engrossing care of their life. Some one has lamented that so many excellent men in the United States have been spoiled by the hope of one day filling the Presidential Chair. So, too, we have no doubt that men capable of doing very useful work have been led to waste their lives by the hope of handing down a name to posterity. It must be admitted that specialists are not always the most complete of mortals. Few of them approach closely to the "superior man" of Confucian philosophy, who "while there is any thing he has not studied, or while in what he has studied there is any thing he cannot understand, will not intermit his labour; while there is any thing he has not inquired about which he does not know he will not intermit his labour." And still less does restless toiling after distinction chime in with the idea of Wilhelm von Humboldt, whom Matthew Arnold calls "one of the most beautiful and perfect souls that have ever existed," and who used to say that one's business in life was, first, to perfect oneself by all the means in one's power; and, secondly, to try and create in the world around one an aristocracy, the most numerous that one possibly could, of talent and character. Those who hold these views would fain see the process of culture, mental, moral and physical, carried very far before the student's mind is suffered to be engrossed with a specialty, though the meed of honours and wealth be less; and while it is generally desirable to defer the time when the professional work of life should break in upon the work of general culture, so it is certain that it should never supersede it.—*Gazette*.

Montreal Ladies' Educational Association.

The annual meeting of this Association was held on the 7th inst., in the Synod Hall, Principal Dawson, LL.D., F. G. S., in the chair. The Very Reverend Dean Bond, Mr. Justice Sanborn, Rev. Canon Baldwin, Rev. Professor Campbell, Prof. J. Clark Murray, Rev. Dr. Cordner, Prof. Johnson and Mr. Lunn occupied seats on the platform.

Dean Bond having opened the meeting with prayer, the Chairman read a letter of apology from Judge Dunkin, who was prevented by illness from being present. The minutes of the last annual meeting, May 1873, were then read.

The Report for the year 1873-74 was next read. The following are the chief points of interest contained in it:—The past year was prosperous, spite of several disadvantages. In December last, Mrs. Molson, to the great regret of the Association, tendered her resignation of the Presidency, and Mrs. John Henry Molson was elected to succeed her. The Secretary, Miss Lunn, also resigned previous to leaving for Europe, but the resignation was not accepted, and a *pro tem.* Secretary was appointed. The course of study, under the auspices of the Association, was opened by a series of "Lectures on English History," by Professor Goldwin Smith, whose report states that "the results of the examination are not less satisfactory than they were last year. On the whole, I should say,