

an industry like their own ; the boys in study and business, and the girls in study and household cares. Thus was I saved from being a literary lady who could not sew ; and when, in after years, I have been insulted by admiration at not being helpless in regard to household employments, I have been wont to explain, for my mother's sake, that I could make shirts and puddings, and iron and mend, and get my bread by my needle, if necessary, as it once was necessary for a few months, before I won a better place and occupation with my pen."

Doubtless, exclusive home training is not the best, even for girls. School checks eccentricity, detects weaknesses, gets rid of affectations, supplies keen stimulation and variety of daily intercourse, all of which aids to harmonious development may be more or less lacking at home. Hence it is that the admixture of school and home which a good day school ensures, seems to us, whatever may be the case with boys, to be the best means of securing wholeness in a girl's education.

EDUCATION AND SUCCESS.—College education, considered as a preparation for active life, has suffered, and must always necessarily suffer a good deal, from the sort of conspicuousness which surrounds undergraduates and graduates, and from the high expectations which the expense and elaboration of a college course naturally create in the minds of parents and guardians. The truth we believe to be that at twenty-one the chances of achievement and comfort and foothold among successful men at thirty are as good for the graduate as for the boy in the store, or in the machine-shop, or the counting-room. The ability after saving, borrowing, or inheriting \$10,000, to invest it in a business in which it will go on yielding twenty or thirty per cent. for a series of years—say

ten—in the teeth of competition, is, we believe, as rare as ability to succeed in any of the learned professions, and is as little the creation of training of any sort.

Training is of enormous value. Nobody can rate its power more highly than we do. But we are inclined to believe that in most discussions about the conditions of success in life, as in most of the recent discussions about college curricula, a great deal too much has been made of it. It cannot either harm or help a man nearly as much as many people imagine. We doubt very much, for instance, whether Mr. Charles Francis Adams, jr., was nearly as much damaged by the attempts to teach him Greek at college as he fancies he was. And no elective system, and no substitution of modern for ancient languages, or of science for literature, is going to make the human brain much more capacious or receptive than it now is. In spite of all the improvements made of late years in educational machinery, the difficulties of effecting an entrance into the pupil's skull remain very much what they used to be. This applies to the store and the shop and the counting-room as well as to the school and college. Every one of them does something toward enabling a mediocre man to earn his bread. But none of them does much to enable an able man to win the prizes of life. Hence attempts to formulate the conditions of success are rarely satisfactory. Most of the books which tell young men how "to make their mark" are ludicrous failures. Success in life in all the callings means ability to

Grasp the skirts of happy chance.

And breast the blows of circumstance.

No man can be either taught to do this, or be hindered from doing it by teaching. In winning the prizes of life the "personal equation," as it is called, does nine tenths, the education not over one tenth of the work.