

### Five Evidences of an Education.

These five characteristics, then, I offer as evidence of an education: Correctness and precision in the use of the mother-tongue; refined and gentle manners, which are the expression of fixed habits of thought and action; the power and habit of reflection; the power of growth and efficiency, and the power to do. On this plane the physicist may meet with the philologist and the naturalist with the philosopher, and each recognize the fact that his fellow is an educated man, though the range of their information is widely different, and the centres of their highest interests are far apart. They are knit together in a brotherhood by the close tie of those traits which have sprung out of the reaction of their minds and wills upon that which has fed them and brought them strength. Without these traits men are not truly educated, and their erudition, however vast, is of no avail; it furnishes a museum, not a developed human being. It is these habits, of necessity made by ourselves alone, begun in the days of school and college, and strengthened with maturer years and broader experience, that serve to show to ourselves and to others that we have discovered the secret of gaining an education.—*Nicholas Murray Butler.*

### The Dominion Cabinet.

Prime Minister—The Right Hon. Sir Wilfred Laurier.

Minister of Trade and Commerce—Hon. Sir Richard Cartwright.

Secretary of State—Hon. Richard William Scott.

Minister of Justice—Hon. C. Fitzpatrick.

Minister of Marine and Fisheries—Hon. L. P. Brodeur.

Minister of Militia and Defence—Hon. Sir Frederick William Borden.

Postmaster-General—Hon. A. B. Aylesworth.

Minister of Agriculture—Hon. Sydney A. Fisher.

Minister of Public Works—Hon. Charles S. Hyman.

Minister of Finance—Hon. Wm. Stevens Fielding.

Minister of Railways and Canals—Hon. Henry R. Emmerson.

Minister of Interior and Superintendent-General of Indian Affairs—Hon. Frank Oliver.

Minister of Customs—Hon. Wm. Paterson.

Minister of Inland Revenues—Hon. W. Templeman.

### The Voice of the Grass.

Here I come creeping everywhere;  
By the dusty roadside,  
On the sunny hillside,  
Close by the noisy brook,  
In every shady nook,  
I come creeping, creeping everywhere.

Here I come creeping, creeping everywhere;  
You cannot see me coming,  
Nor hear my low, sweet humming;  
For in the starry night,  
And the glad morning light,  
I come quietly creeping everywhere.

Here I come creeping, creeping everywhere;  
My humble song of praise  
Most joyfully I'll raise  
To Him at whose command  
I beautify the land,  
Creeping, silently creeping everywhere.

—*Sarah Roberts.*

### Boys Wanted.

Charles G. Irish, who addressed a meeting of 300 night school pupils in Utica, N. Y., March 14th, spoke of the time when he and a young friend came to the conclusion that there were too many boys in the world, and went on to tell of seeing a sign in a Utica business establishment's window, "Boys Wanted," and of going in and making inquiries.

"I went in," Mr. Irish said, "and asked the owner of the business how many boys he wanted, what he wanted them for, and what kind he wanted. He said, 'I want boys, and I want a lot of them.' I asked him what kind of boys he wanted, and he said, 'I want live boys.' I did not think this was very strange, as I did not suppose he wanted dead boys. He did not want half live boys or lazy boys. I could understand this very well. 'Then,' he said, 'I want boys who will come early in the morning and work all day and not have their eyes on the clock all the time. I want boys that will be prompt and that will take hold and learn the business. Such boys as this,' he said, 'are somewhat scarce. Then,' he added, 'we want clean boys, boys who will come with their hair brushed and their faces and bodies washed. I do not object to patches on their clothes, but I do not want dirty boys. What I really mean by dirt is what comes out of the insides of boys—swearing, foul talk, evil thoughts. I want clean boys, and such boys are scarce. I have to hang out that sign very often.'"