

knowledge, of physics and chemistry ; but we are firm believers in the moralizing effects of a true philosophy of life, supported and illustrated by constant reference to verifiable facts. All sciences are but parts of one great science, and the highest function of universal science is to teach us how to live. The state, in so far as it undertakes to fit the young for "positions in life," acts upon the old sophistical idea of education as a thing of accomplishments designed to promote individual success. Such

education cannot of itself have any moralizing effect, and may have a demoralizing. The change that is needed is to abandon that view, and to make education a preparation for life in the broadest sense. Whether the state can adopt the latter principle, and bring its teaching up to the proper level, remains to be seen. If it cannot, its condemnation is definitely pronounced, for no other conception of education will meet the requirements of the future.—*Popular Science Monthly.*

HARD WORK IN EDUCATION.

IN a recent address made by the venerable Dr. Martineau to the graduates of Manchester New College, in England, he emphasized with much earnestness and vigour the necessity in education of hard work and personal effort on the part of the student. He thinks that while the old-fashioned practice of giving a youth studies that he specially disliked, for disciplinary purposes, was too ascetic, it is preferable to the prevalent custom of the present day, in which he selects only what he prefers, and feels at liberty to put aside all the rest. Probably, like many people of the old school, Dr. Martineau may somewhat exaggerate the value of ancient methods and depreciate modern improvements ; but there is certainly enough truth in his criticisms to make all intelligent educators glad that he has uttered them.

It is not a question of the relative value of ancient or modern languages, of mathematical or scientific studies, of the ideal or the practical in education ; it is, rather, whether or not the young people of our day shall have the development that can only come through laborious and self-

denying mental exertion. To follow through life what is distasteful, at the expense of pleasurable achievements, would, of course, be a waste of labour, talent and happiness ; but the *power* of drudging at disagreeable tasks is necessary to any worthy work ; and this power is never attained by one who always chooses and refuses in accordance with his inclination. The idea is prevalent that, as all mental work is disciplinary, it matters little which is selected, and we may safely leave it for the taste or the passing desire to decide. Now we know that some studies exercise one set of faculties and some another, and that, to develop a well-balanced mind, their harmonious action must be secured. But suppose each one to be capable of equal results, it still remains true that these results can only be reaped through patient, persevering, fagging labour ; labour that asks no questions as to taste, preference or pleasure, but lays hold of the difficult problem or arduous task, whatever it may be, and conquers it by its own force. Such exertion, in such a spirit, is worth more to the student than any amount of knowl-