

peated, "The debt which he owes to them is incalculable. They have guided him to truth. They have filled his mind with noble and graceful images. They have stood by him in all vicissitudes—comforters in sorrow, nurses in sickness, companions in solitude. These friendships are exposed to no danger from the occurrences by which other attachments are weakened or dissolved. Time glides by; fortune is inconstant; tempers are soured; bonds which seemed indissoluble are daily sundered by interests, by emulation, or by caprice. But no such cause can affect the silent concourse which we hold with the highest of human intellects. That placid intercourse is dis-

turbed by no jealousies or resentments. These are the old friends who are never seen with new faces; who are the same in wealth and poverty, in glory and in obscurity. With the dead there is no rivalry. In the dead there is no change."

It may well be that much of this is little felt in the hey-day of life and while one is pressing on in the race to the front; but life is not all made up of health, of strife, of victory, and at every interval of enforced inaction, and still more when the lengthening shadows of age stretch along our path, then these friends come to us, as it were from a far country, and bring us that peace which the world cannot give.—*Penn. School Journal*.

EDUCATION FOR WOMEN.

ACCORDING to the London *Queen* a great change is coming over public opinion in England on the subject of technical education. Since the passing of the Education Act, and even anterior to that, people were gradually realizing the fact that though theoretically every child in England was being taught, the education given was only imparted in one direction—that of intellectual development; while the education that was really needed, of an industrial or technical kind, training them in some industrial knowledge, and enabling them to learn the elements of work out of which they could make a profession, was entirely neglected. Till within the last fifteen years the education of women in the upper and middle classes was supposed to be completed after a year or two of very superficial teaching at a fashionable school, where a smattering of foreign languages and a few showy accomplishments were taught, which enabled a girl to make some display of

education. If the teaching a girl received was of such a nature as added to the pleasure and interest of her life by enabling her to develop what qualities of mind and imagination she possessed, it would be impossible to describe it as useless; but, as was generally the case, it was of so superficial a character as to be practically of no use to her in after life.

Up to a certain point the education of all young people must be substantially the same, for the object of all education is to develop what intellectual powers they possess and train them in habits of discipline and virtue; but, as their employments and duties must be so various, they should begin early to receive special training for the work they intend to take up. The acquiring of any special knowledge is, properly speaking, a part of education. Yet until now it has not been considered in that light, or even begun until the school education is finished.

The separation of technical and