

An Example of Giving.

There are indications that people of wealth among us are realizing the duty of giving more extensively for the support of our higher educational institutions. Among evidences of this is the gift made by a lady in St. John of \$4,000 to the engineering department of the University of New Brunswick. This is an example which it is hoped may be widely followed. The university is specially in need of such generous donors. Chancellor Harrison in his report for the year recommends that chairs of forestry and agricultural chemistry be established. This is a recommendation that is of special interest to those concerned in the industrial development of the province. But money is required. The University has made rapid progress during recent years. It has now the largest number of students ever enrolled. The fine new science building, due largely to the energy of Professor Dixon, now of Dalhousie University, the excellent results that have followed Professor Scott's and Professor Jack's efforts to increase the efficiency of the engineering and science departments, point to a more modern and vigorous policy on the part of the University. The need of money was never more urgent than it is now, and it is hoped that the example set by a generous lady will stimulate many of large and small means to give.

The Real Gentleman.

The late Frederick Temple once gave the following outline of what he considered really gentlemanly conduct:

"The man who is thoroughly unselfish in all small things, he is the man in regard of whom it is quite impossible for you to feel, 'That man is a gentleman.' Let his rank in society be what it may, let him be ignorant of the ordinary conventionalities of social intercourse, still, if the man be truly self-sacrificing, if, in ordinary relations with his fellows, there is true and genuine unselfishness, it is impossible for any man who has much to do with him not to feel, 'That man is a gentleman.' I don't care whether he is learned or not, whether he is educated or not; I don't care if he be ever so poor; the man who constantly shows that he is giving himself up for the sake of other people, that man is at heart and in reality one of Nature's gentlemen, and this is the way in which he shows it."

Comment on Things Seen and Heard.

BY THE EDITOR.

The young teacher of the country school has to fight against many difficulties. She has been charged over and over again with being inefficient and with receiving a beggarly salary not equal to that of a cook or a washerwoman. But what if correct. Does it ever dawn on those who make these statements—often silly, always uncharitable—that the difficulties in many of these rural schools are well nigh insurmountable, and probably would be quite insurmountable to the careless critic. Many, very many, of these teachers triumph over these difficulties—ignorance, penny-wise and pound-foolish economy, lack of the means of culture, etc. They go out with little experience, it is true, but they have youth, buoyant hope and activity. The boys and girls catch the spirit of the young teacher's zest and enthusiasm, which chimes in so well with their own natures. Don't let us undervalue the gifts of health and enthusiasm of the young teacher. Many of them are doing their work very crudely, a few fail lamentably, but the great majority are patiently and heroically overcoming the obstacles that lie in their path. Let every encouragement be given them, for much of the welfare of the nation is dependent on these country school teachers.

It is pretty certain that Mr. Maggs, who in this number shows such a hearty appreciation of and sympathy for literature, is scarcely just in his attitude toward natural science. One cannot help a feeling of regret that the teacher who captivated him with that famous story of Quentin Durward had not during the intervals of literary work pulled him gently by the sleeve into woods and fields and there refreshed his own spirit and cultivated nature, a kindred subject to literature, in an apt pupil. If nature is studied in the dry mechanical way that Mr. Maggs intimates 'tis a pity that any time is given to it in school.

Mr. Elbert Hubbard, head of the Roycroft Industrial College, at East Aurora, N. Y., has just refused a gift of \$1,000,000 from John Farson, the great financier of New York. Mr. Hubbard's answer has something of the heroic in it, and perhaps may be an incentive to many teachers and to the struggling colleges in our Atlantic provinces. "You see, to accept such an endowment would be for me to go straight back to what I protest against. The custom of schools and colleges supplying everything