

therefore, conceives that there can be any life or intelligence on the sun. Think of the optimism that is required to make out a favorable case from such facts! Even if all parts of all the planets were inhabited, they would together make only 1-47 part of the area of the sun's surface, while that of the earth alone is only 1-12,552. But our sun is only one of the lesser fixed stars, and it may be assumed that similar conditions prevail throughout the universe.

*(To be concluded.)*

## THE EDUCATION OF A ROMAN GENTLEMAN—A.D. 141.

BY JOHN BRISBEN WALKER, EDITOR "COSMOPOLITAN."

THE Romans seem to have begun their consideration of education from the standpoint of usefulness. How shall we become capable and efficient in discharging the obligations of life? How can we remain happy? Such were the queries they put to themselves, and the system of education which they devised was intended to serve as an answer to these questions. There are many who contend that, instead, they should have asked: "How can we put youth through a course of mental gymnastics, so that the tricks then learned will enable the student to acquire all needed knowledge and wisdom after he has left college?"

Perhaps the best example of Roman thought on education that has been left to us, is to be found in the notes of Marcus Aurelius Antoninus. Doubtless the reader is already familiar with what is here quoted, but he may discover a new interest, when considering it from the educational side. It was while in a camp, that Marcus Aurelius found time to review his youth and the influences which had operated to form his character.

First of acquisitions he ranks good morals and the ability to control his temper, and for these he gives credit to his grandfather, Verus. Next, the love of truth and justice, for which he is indebted to his brother Severus; and after that, modesty and manliness of character; to his father he returns thanks for these. To his mother's influence he is indebted for abstinence and simplicity in the way of living, "far removed from the habits of the rich." It is worth the while of the young man at Yale, or Harvard, or Oxford, who is vulgarly spending five thousand or ten thousand a year, to bear in mind that this is an emperor, and one of the first of Roman gentlemen who is writing. From his governor he first acquired endurance at labor; to want little; to work with his own hands, and not to be ready to listen to slander.

As his education progressed, it began to cover the widest fields. "From Diogne-

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