

nature's endowment, because they have not yet shaken themselves from sloth. There is a sort of suspended animation that requires to be galvanized. Memory can be wonderfully developed by study. I mean genuine, earnest study. You can play study and thus sell your birthright for a mess of pottage. A word, too, for the teacher. By word-study you get at the scholar's mind. You understand its needs, and often become acquainted with its barrenness. Now the road is open. Without a knowledge of the disease it is difficult, nay impossible, to minister to it. By this study the teacher's mind is made clearer as he reveals it to the learner. There is no misunderstanding. There can be no real language-study without word-study. As we suggested before, does not a vital knowledge of logic depend largely upon a clear, penetrating, discriminating conception of words? Does not a knowledge of Philosophy? of Science? of Classics? If a word means one thing to the teacher, and another to the pupil, there may be much unprofitable discussion. You may go on in endless mazes lost. We have said that words are the index to mind and character. The quality of our ideas depends upon our fitness to use words. You have, or you have not, an idea according as you have or have not the meaning and spirit of the words. The erroneous conception at the start is worse than not to start at all. A multitude of erroneous conceptions and misty notions calls for retreat and reconstruction. The one uncompromising course is to get a clear conception and distinct idea of the proper sense and use of words. Every examination paper exemplifies and illustrates the student's mind. What tell-tales these examination papers are! What means this bad spelling, these loose, limping, and disjointed sentences, these scraps of thought clad in rags, this bad execution, this haze and mystery! The grammar is sometimes bad enough to conjure up the shade of Lindley Murray. How seldom it is you (find) or meet with in these papers choice diction, clean-cut, nervous, and well-conceived thought. Those papers which show a grip of the subject and smack of careful scholarship gladden the heart of the examiner. The paper is both judge and jury. If a student has a very limited vocabulary of words without ideas, his paper is likely to be indifferent or bad. This lack is the bane of true culture. Is not a good deal of so-called education attending to what you do not understand, and acquiring what you do not value? Is there a tendency at the present time to produce dullness by multiplication of studies and cramming? There is such a thing as