

period of storm and stress, while for men it is in the highest sense a period of doubt."\*

These conclusions indicate the absolute necessity on the part of the teacher of boys and girls of the charity which "beareth all things, hopeth all things." Discerning patience is the quality in the teacher most promising for a happy ending to the period of doubt in the scholar. Let the truth be taught in love, and with not too great haste for the ripened harvest.

A third characteristic of the period of youth is the passion for reading which usually appears about the eighth year, increases rapidly from the eleventh to the fourteenth, culminates about the fifteenth, then rapidly declines until the eighteenth, when it reaches its lowest level. Dr. Lancaster's studies found that nearly 90 percent. of the men and women (523) whom he questioned, had experienced this passion sometime during the period of youth.

The intensity of this passion we are prone to underrate, and perhaps to question its utility. But we may change our opinions, when we find that the greatest electrical inventor of the age, Edison, when a boy, attempted to read through the Detroit Free Library, and read fifteen solid feet before he was stopped; also that Joseph Henry, the electrician, a rival of Faraday's in originality, at the age of 10 followed a rabbit under the Public Library at Albany and found a hole in the floor that admitted him to the shelves; took down a novel, read it, and unknown to anyone read all the fiction in the library; then began physics, astronomy and chemistry, and developed a passion for science.

It is most important that the teacher make use of this craze to develop reading habits. Unfortunately our school courses and the athletic interests choke the promising plant. What we Canadians need is not energy, nor independence nor natural gifts, but more scholarship, a more extensive and exact knowledge of the best that has been thought and done.

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\*Those interested in this subject will find much useful descriptive matter in Starbuck's, *Psychology of Religion*, ch. 25, and many excellent practical suggestions in Coe's, *The Spiritual Life*, ch. 2.

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