

will help to supply. Because instances are quoted of alleged injurious effects of examinations upon persons of highly sensitive organizations, or persons not in good health, they have been denounced as destructive to the nerves of children; whereas, if a strict enquiry were made, it would be found that most of the cases of nervousness that lay claim to our sympathy are merely excuses for ignorance of the subject. Until we can discover an X-ray process which will enable us to read mental impressions, I am afraid that we cannot dispense with examinations; and even if that time should come, we ought, in the interests of the persons examined, to retain them as a preparation for the duties of a life where men and women are continually undergoing the test of examinations. I am aware that examinations are by no means a perfect test of the student's knowledge, and cannot be in any respect a test of much that true education must mean; but I believe they may be so conducted as to afford a fair criterion of the amount of knowledge the student has acquired, which, after all, must furnish the basis for all education.

In a recent article by Ossian Larrg, on the rewards teachers receive, he says, "The missionary spirit, the teaching instinct, the love of children, the desire to help others, the faith that through the education of the young they are helping to make the world brighter and sweeter—these are the real *stimuli* that supply our schools with good teachers." It will be observed that among the "*stimuli*" enumerated no mention is made of financial rewards, which, poor at all times, have not kept pace with the increasing wealth of the country, or with the rewards offered for services less exacting, in other occupations. The low salaries offered, and the readiness of trustees to accept mere boys and girls with characters still unformed, and with so little appreciation of professional ethics that they did not hesitate to underbid teachers of wider experience, have had the effect of forcing many of the older teachers out of the profession. In these days of the apotheosis of youth we find a tendency to restrict the period during which a teacher is supposed to be capable of doing effective work. At an age when a lawyer's judgment has just matured sufficiently to entitle him to consideration for a judgeship, or at an age when a doctor's experience qualifies him to change from a visiting to a consulting physician, the teacher would be set aside as too old for effective service. I have no doubt that in many such cases teachers