

some of the principal characteristics of what we should call a man of good manners. We shall all agree that he should be sincere, gentle, thoughtful, courteous. Let us all meditate on these qualities, and examine ourselves by them.

(3) Most important are your *relations to society* in the practice of your profession. You are, in all your intercourse, to be men of absolute honor. For example, an honorable man will never talk about his patients, or divulge anything he may have learnt in visiting them.

In regard to our *medical studies*, they should be pursued with diligence and regularity, and with a certain wise comprehensiveness. You are not merely to be theorists, with high scientific attainments; this is good; but you are also to be men of observation and of practical skill, and remember that it is not

always the most brilliant men, or even the men of greatest ability who are the most successful in life. The diligent, conscientious, laborious worker often succeeds when men of greater promise fail. You have a high vocation. It is indeed your business to make a living; and this is quite a lawful aim, but you have to do more, you have to serve God and man in your generation.

What would you say of a clergyman, who had no other aim in doing his work but to make a living; and your office is hardly less sacred than his. It only you will lay these principles to heart, you will thus advance in your profession; you will, by God's blessings, be enabled to lead a happy and useful life, and at the end you will have the satisfaction of feeling that you have not lived in vain.

THE STATE AND EDUCATION.*

BY DR. J. M. HARPER.

IF there really be nothing new under the sun,—if our nineteenth century originality and invention really be but the turn over of past discussion and achievement, it cannot but seem, at least for the moment, other than the height of absurdity to look for any new enunciation, any new monition, in a thesis which has been so perseveringly thrashed out as that expressed in the phrase "The State and Education." How it came to be selected by your Executive as a topic for discussion at a convention in which the practical demands more of a place than the theoretical, or how it came to be placed in my hands for treatment, are minor problems only of interest to the ultra-curious.

The trend of educational possibilities in our own province, within the past year or two, may have had something to do with its selection for treatment, and more particularly perhaps, the half-hearted discussion as to whether we should have a Minister of Education or a Superintendent as our educational chief. During that discussion the community did not seem to know very well wherein consisted the difference, and as our politicians were evidently too diffident to explain, your Executive may have deemed it a prudent thing to have the matter more fully discussed at this Convention, under the caption of the "Relationship between the State and Education"; and as you will naturally

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