

fact in almost every commercial and industrial enterprise of moment. We cannot address ourselves simply to parochial affairs, and say, let the British people undertake for us the burdens, the responsibilities, the honours and the privileges of the Empire. Still less can we stoop to the meanness of asking for a share of the honours and privileges without being willing to be partners in bearing the Atlantean weight of our world-empire. What was done by our brothers in South Africa the other day, in this last year of the century, what was done when our representatives in Parliament voted the money to pay them, what is being done in every town and hamlet over Canada when subscriptions are cheerfully given to the Patriotic Fund or to the Red Cross Society or for the relief of the famine-stricken millions of our fellow-subjects in India, are but the earnest of the spirit which will dominate the twentieth century,—the first drops of the plenteous rain which will water the great tree of the Empire whose leaves are for the healing of the nations. But who shall care for the roots of the tree? Who shall do the multifold, indispensable work, which, all unseen of men, shall have the high praise of God? The good mothers, the true fathers, the honest teachers of Canada.

We Demand Too Much, and Pay Too Little to Our Teachers.

By Rev. S. Lyle, D. D.

In this age of push and pull parents have neither the time nor the desire to devote themselves to the important work of training their children. Much, that in the good old days was done in the home, is under present conditions delegated to the school. What the parent once did, the school master is now required to do. The former has a lighter burden to carry, the latter a heavier. The teacher is

now the instructor of youth in science, literature, art, morals, and in some cases in religion. At the most formative period of the child's life, he is its guiding star and inspiration. Hence the importance of the position occupied by the teacher. To fill the office of instructor and guide of youth with advantage to the State, the Church and the home, and with honor to the teacher himself, is no easy matter. It is not enough to impart information to the pupils, to pass a certain percentage to the higher form, and to gain the applause of the unthinking multitude. To reach the highest ideals, and to do the best work, he must incarnate in his own life all he would have his pupils become, and at the same time inspire them to put forth all their energies to reach true manhood and womanhood. As the preacher is bound to become the living epistle of his gospel, so the teacher is bound to strive to attain to such a mental, moral, and spiritual position as to be able to say to his pupils, be followers of me as I am of the good and true of all ages. Hence the demand that the teacher reach and embody in himself the highest attainments. The thorough cultivation of body, soul, and spirit is imperatively demanded. If he would be a good teacher, he must be a true man. Failing in this, his teaching is sure to become formal, non-inspiring, soul-deadening, and life-destructive. Instead of helping the child to lay the foundations of true greatness, and build up a character of moral and spiritual worth, the mechanical teacher is a most serious hindrance to child development on true lines that lead to perfect manhood and perfect womanhood.

But to reach this high standard, the teacher must have more than the natural aptitude to teach, more than a good store of useful information; he must have the power to kindle the enthusiasm of his pupils, and lovingly and wisely guide them into new fields