

stimulant some feel that they cannot be successful, and are therefore left out in the cold under the blighting influences of a sense of incapacity. Page, after treating this subject fully, says: "I may venture to add, as a scholium to what has already been said, that the teacher who has not yet learned to call into exercise these higher motives, viz., the desire to do right, etc., and to rely for success mainly upon them, and who dares not abandon the system of exciting stimulants for fear of a failure, has yet much to learn as a true educator of the young."

Is it not a fact that our honor men do not head the list of the successful in after-life? And if I be not mistaken, a large number succumb in their endeavour to win honors, or have their constitutions so shattered as to be utterly unable to compete with those who have taken the easier course, and are, in Spencer's phraseology, better animals.

Moreover, some come to maturity earlier than others, and shall we neglect the remainder that they may have a surfeit, and consequently the right to hold us up to scorn the remnant of their days? Let us be strong men, having a purpose, ever remembering that there are no gains without pains. Carlyle once said "there was no good in the world." I question his sincerity on the occasion; but be that as it may, if there be any good, and men instruments of doing it, where may men have greater oppor-

tunities of accomplishing their purpose than in the profession to which we belong?

I leave the matter of giving a book to every child an open question, as at present I have my doubts as to whether it be an incentive under the circumstances. Think over the matter, and if not fully persuaded of its utility, cast it overboard; if satisfied, let it have a place among your incentives.

I have already exceeded the time I intended to occupy, but let me say, that I do not wish anyone to agree with me in all I have said. Yet one thing I desire: that every teacher present shall think of the responsibility that rests upon him or her, as the case may be; make a struggle to understand the proper incentives, and having done so, to use them.

"The man whose mind is not well stored with accurate knowledge—with facts digested and made available—is not likely to 'wear well,' or to say and do much worth saying and doing. He may be a keen, cutting tradesman, able almost to cheat the devil, and to come on his legs in every sort of transaction, and to get a profit out of anything, everything, or nothing:—he may be an ingenious inventor, a profound mechanist, or an adroit manufacturer, and become rich! rich! rich!—a millionaire! But if he is nothing more, he might, so far as the higher—the highest—ends and purposes of existence are concerned, have been born an idiot."

EDUCATION that extends no further than to develop conceit because of some petty superiority is hardly worth an intelligent person's time to acquire. Education should develop the whole mind and extend to the whole department of knowledge; and not only make the individual man better and nobler, but through this nobility influence that which surrounds him. We must have

specialists, but because a man is a specialist he need not be narrow-minded; neither should education make a man exclusive, and cause him to have no thought for the happiness and well-being of those about him. The higher his education, the more he should delight in doing good and making the world better in all departments that tend to elevate the race to a higher sphere.—*Elson.*