

Be a Specialist.

"The life is measured by the soul's
advance,
The enlargement of its powers, the
expanded field
Wherein it ranges, till it burns and
glows with heavenly joy,
With high and lasting hope."

The objects of a true education
are to prepare one for greater enjoyment
of this life, to give him greater
influence over his fellow-men, and
place him in the way of doing, with
the same exertion, more and better
work, whether physical or mental.

For this it is not necessary that a
man be fully versed in all branches.
Education does enough if it puts
the key of knowledge into the hands
of youth and teaches him how to
use it. It should strengthen the mind
and sharpen the faculties. It does
not do this if the energy is dis-
sipated over a large field. It must
be concentrated in definite lines to
produce the desired result.

In the primitive stages of civilization, when every man did all the labor upon all the articles that he consumed, or used in any way, there was no call for the specialist, but as civilization advanced, and division of labor slowly increased until it reached its present stage, the need of the specialist has become greater and greater.

The specialist has always been rewarded. He, by reason of his special study and careful and steady training in any line of industry, can demand greater wages for his services than can the man who is only a fairly skilled workman. This is well illustrated by the poem

"I used to blow the organ in a good
old country choir,
I kept the bellows crowded full
and never used to tire;
I seemed to catch a vision of the
promised happy land,

When that old organ thundered under-
neath the player's hand.

Now here's the point I'm making—please
to notice 'where I'm at.'

That wind was raw material, and
mighty raw at that.

But when it came arushing that old
organ's piping through,
It then was finished product, way up
on its finish, too.

I did the hard, raw labor—pumping
in that wind, you see.

The organist did better—a skilled
worker, sir, was she;

A hundred boys could handle my
pump job at any day.

The church was stilled music when
that woman stayed away;

And so, in early childhood I pumped
out this settled law.

To dodge old competition just quit
handling the raw.

And learn to make skilled products
you will live to find your fill,
Of good things will be greater as
you cultivate your skill.

The folks who at the organ stay
 there ever pumping wind
 have hardly cause to grumble when
 they tag along behind
 Those folks who learn to handle
 every pedal, stop, and key.
 That let's the wind from prison in
 a flood of harmony."

The need of specialization
 is felt in every industry. We will
 not allow everyone, who may desire to
 do so, to teach in our public schools.

One must have a preparation for
 the work, and before he can secure
 any position of note, he must have
 experience.

We notice a con-
 siderable movement to restrict clergy-
 men to men of special preparation.

It is to be hoped, that this will
 soon be brought about. We will not
 hear of the youth being instruct-
 ed in the affairs of this world,
 by an incompetent person, yet
 we allow persons of little educa-
 tion, of one sided and narrow views,
 to instruct them in things of im-

finitely greater importance.

We hear a cry from the journalistic field. A short time ago, I read an article, written by one of France's most distinguished journalists, discussing methods by which he hoped to secure more thorough and efficient work in that line.

He proposes that several nations found schools of journalism in which shall be taught the principles of that art. The course would cover five years, including two years of travel in foreign countries.

The only solution to the much agitated question of better roads, that has yet appeared, is to employ in roadmaking, only men who have made a special study of that work. So long as the idea prevails, that any one, who can pile up mud, is competent to build roads, - so long shall we have need of better roads, - so long will the cry for improvement in our highways, be in vain.

Perhaps the industry that needs the most special study, the closest application of special knowledge, is farming. While, on account of our varying climate and market, it is, as yet, impractical to subdivide, to any great extent, this work, and make a specialty of each subdivision, the industry, as a whole, should be made a specialty.

One thing that has probably had more to do, in bringing agricultural pursuits to their present state of depression, has been the prevalent opinion that any one could be a farmer. There was a time when, if a boy was bright and intelligent, it was considered best to make a lawyer, or a doctor of him, but if his intellect was not of the brightest and his school privileges poor, the only thing that he was fit to be was a farmer. Anybody could be a farmer. Thank Providence that day has passed. A reversion

of feeling is steadily growing, and it will be but a few years until we shall recognize the fact that the farm needs the brightest, the most intellectual, and the best educated boys our land can furnish.

As specialization tends to make one more exact, we shall have fewer slovenly farmers. As farms become wealthier, and savings greater, the temptation for our boys to leave the farm will be lessened. We hope, and believe that in the near future the educated farmers from every section will send up a hearty ringing, "yes", to the question, "Does farming pay?" As one of our great writers upon farm topics says, "This fault-finding and grumbling will not help us out of our difficulties. We have got to work out our own salvation. We need more skill, gumption, study, and brains to be good farmers."

A very encouraging sign

of the time is the increasing interest shown in farmer's institutes, wherever they have been held. In this state they have been of incalculable value. They have set the farmers to thinking - to studying.

What is true of other works is true of reforms. If we glance over the list of those whose names have become famous as great reformers, we shall find that they, one and all, made one particular reform their specialty, and threw their whole energy into that one thing.

He who expects to work a general reformation, will be disappointed. He will find his strength of mind and will-power so dissipated as not to make itself felt anywhere.

In his estimate of Phillips, Beecher says, "The men that would not defile their lips with his name are today thanking God that he lived."

This is true of many brave men who made it their lifework, to bring about a certain reform, while the

general reformer has met with but poor success.

In the sciences, as the boundaries of knowledge is extended farther and farther, the more laborous and time-absorbing a process does it become to reach the frontier. The mind has neither time nor energy to spare for the purpose of becoming acquainted with regions that lie far away, away from its chosen field of work.

It is folly to try to be efficient in all lines. The man who thinks "nothing gained while aught remains" may push on to new conquests until there comes that dread day when either body or brain gives way and leaves him an invalid or a maniac, and still find he has accomplished but little for the good of mankind. He who would make new discoveries must strike by the nearest route to regions that are as yet unknown.

But this idea of specialization

may be carried too far. In order to be thoroughly educated in any one branch of knowledge, one must be conversant with all that in any way bears upon that. Many mistakes, often materially checking the advance of science in that direction, have been made by "one-idea" men because they failed to recognize the real relations existing between their specialty and the whole mass of science.

So, too, in the industrial pursuits, if a man be able to do but one thing well, any cessation of labor in that particular industry will find him out of employment. Thus we see, connected with the need of special study, the need of men of a general education. The only education that will fully meet the needs of the people, is a good general education, as a foundation, and then, built upon that foundation, the towering structure of a specialty.

Remember it is, "Better to say,
 'This one thing I do,' than to say, 'These
 forty things I dabble in.'" If you
 wish to be known in life as
 a success, be a specialist, and
 in the language of Shakespeare,
 "All the gods go with you! Upon
 your sword

Lie landed victory, and smooth success
 Be strewed before your feet."

J. S. Rokes.