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understand, and because he can answer every question in the catechism easily persuades himself that he knows his religion. But since the notions he has thus acquired are almost wholly meaningless, they cannot become a part of his mental growth, and are too often soon lost even to memory ; and thus, it seems to me, the germs of religious indifference and unintelligence are implanted. It is nearly always fatal to imagine that we know a thing, for what is known loses power to interest ; but to imagine that to be able to repeat phrases whose words are unintelligible to us is knowledge, is not merely a delusion but a sort of mental perversion. To know by heart is not to know at all, and this is one of the first lessons the child should be taught. No subject could be made more attractive to the youthful mind than religion, for the young are full of faith, hope and love. The heavens and the earth are to them a perpetual miracle. As the smooth-lipped shell, applied to the ear, still murmurs of the ocean, however far away it be, so to the child the whole universe is alive with whisperings of God. When heaven thus lies about him, is it not a mistake to fill his memory with abstractions which can neither touch his heart, nor inspire his imagination, nor raise his soul ? And this is but an example of the false or imperfect methods by which all our teaching is impeded, both in common and in denominational schools.

The teacher makes the school. He is the living moulding power ; the system is but the mechanical appliance. There are men to be brought into intimate contact with whom is to receive a liberal education ; and there are universities where one may spend years and bring away only an acquired stupidity which is worse and more irremediable than the natural kind. If the best men and women would devote their lives to teaching, which an ideal social state would make possible, the problem of education would be solved ; for such men and women are lovers of knowledge, friends of truth, justice and temperance ; they are brave, modest and pure ; they are reverent and patient ; they are eager to learn ; they keep their minds strong and fresh, and the wisdom they teach flows from their lips as sweet and pleasant as limpid waters which bubble from the cool earth and quiet hills. But since in our class-rooms teachers of this quality are not always found, it is the duty of the true friends of education to provide means and institutions for the special training of those who take upon