

are brighter than you ; God made them so, and you can't help it ; but the report says that you are among the boys who behave well ; that you can see to, and that is all I care about." Yea, these moral qualities are what the mothers and fathers do care about. For what do you prefer for your child, to decline *vir*, or to be a man ? to prove that the square inscribed on the base and perpendicular equals the square inscribed on the hypotenuse, or found his character on the fundamental basis of the eternal verities and of the upright in conduct ? For, as Sir Philip Sydney says, "The ending of all earthly learning is virtuous action."

And here I say that the home should demand that the school respect the individuality of each child. The necessary defect of a system of public education is that the good of all must be made superior to the good of any one. Each child is not fluid sweetness, equal in amount and degree to every other child, to be pressed into certain equal-sized intellectual jars, and to be made to *jell*. The child is rather the seed in which the nature of the intellectual stock, of the moral bud, and the flowers of character are foreordained. Wherein this individuality is evil, let elimination and correction be made ; wherever it is good and good of a specific sort, let no transformation be attempted. Let, therefore, the teacher not look upon his forty scholars as forty vessels to be laden each with a cargo of learning and to be moved across life's sea at an equal rate by the inspiration of one motive ; but rather as forty different varieties of plants which God has set in this garden of Eden, and to which he is to be an Adam to dress and to keep.

Under these moral influences I venture to suggest that the home may fittingly demand that the teacher endeavour to impress the children with

the right value of things material and immaterial. Ex-President White of Cornell spent his boyhood near the head waters of the Susquehanna. In this neighbourhood was situated an academy. He says : " I shall never forget the awe which came over me when, as a child, I saw Principal Woolworth with his best students around him making astronomical observations through a small telescope. Then began my education. So imperfectly we understand in our country that stores, hotels, shops, facilities for travel and traffic, are not the highest things in civilization." With the children of the very rich or of the very poor families the task of impressing the proper value of things material and immaterial is difficult. The very rich and the very poor are constantly tempted to regard the material as of supreme importance ; the one because they have it and know its value, the other because they have it not and therefore think they know its value. There is one respect in which this right placing of value is to be emphasized ; it is the worth put on manual labour. In our age everybody wants to do no harder work with his hand than signing cheques. Manual employment is despised. The genteel callings are overcrowded ; manual employments are not supplied. Rabelais and Rousseau are wise when they demand that their pupils shall perform manual labour. Col. Higginson tells us in that excellent magazine, —the *Forum*,—that he once thought of giving a year to the blacksmith's trade for the purpose of allying himself with all sorts of people, and to know for a few months the sweetness of earning day's wages by the day's labour of his hands. Therefore let our boys and girls be taught that labour is honourable ; that the blouse of the mechanic is a livery ten thousand fold whiter than silk and satin purchased through trickery and chicanery.