

On this occasion I imagine myself not as delivering a sermon, but as giving a talk to the students of this university on Religion and Education. I shall ask them to direct their attention for a short while to the necessary relation which subsists between these parts of a fine education. To begin with a statement that is trite, let me say that education means the drawing out of the powers and faculties of men. Teaching which consists in merely the "putting in" of facts and which fails to stimulate the mind to greater efforts is sadly defective. That teaching which assumes that finality has been reached in any line is false and destructive of mental progress. "If the conclusion be prescribed, the study is of necessity precluded."

To return to our point, man is composed of three mentally interdependent parts, body, mind and spirit. Anyone of these faculties may indeed be exercised, while the others lie dormant. The body may be exercised while the mind and spirit remain unexercised and undeveloped. And so with the others. But nothing composed of parts can exist in perfection unless all its parts are relatively exercised. Body, mind and spirit must be developed together.

It is an old principle, to quote what St. Paul says, that "that was not first which is spiritual, but that which is natural." This principle seems to have impressed itself on the human animal, but I heartily regret that the old Greek idea of education has now passed away and that our men and women are left to develop their bodies themselves and to take such exercise as they may consider necessary. I hope that the time is coming when

there will be a full course in gymnastics for men and women. Then will the body become a fitting and a noble temple for mind and soul. I do not think that football, or baseball, or cricket is the best form of exercise. But a graded course of gymnastics under a competent and noble instructor is about the best way of developing the bodies of our men and women so that they may be as slight a hindrance as possible to the activity of mind and spirit. I hope that gymnastics may come to fill an important place in the curriculum of a college course.

The development of the mind is wonderful. From our present intellectual development we can form some slight conception of the glory of the intellect with which God has endowed man. Many of you have no doubt read Charles Kingsley's "Madam How and Lady Why." In these two aspects of 'how' and 'why' do all things present themselves to the mind. We are to-day in an unfavourable position to understand how important these questions were to our forefathers. The intellect of man gazing into the limitless space and involuntarily exclaiming "How high are the heavens above the earth," did not rest until it had found a base so long that it was able to construct upon it a triangle by means of which the distances of the stars can be ascertained. What reverence we should have for our intellect which has found problems almost incapable of solution, and has not rested until it has solved them. I have not the time to ask you to think as you should of the glory of the mind. The intellect is the instrument of searching out God. "Canst thou by searching find out God? Canst