

He is a creator of new forms; but his new conceptions are not fantastic, incoherent, fragmentary. They are coherent, integral, shapely, such as can be transferred to other minds, or embodied in the material world. He knows and uses language well, whether spoken or written. He has a large vocabulary; he has learned the names of many things, actions, abstractions, relations, each calling up a vivid and distinct idea. Words well used delight him. Each word suggests its own exact conception, whether of thing or of relation; each conception as it is evoked he rightly marshals with those that have preceded it, so that finally the whole thought of the speaker or writer is accurately, fully, and consistently reproduced in his own mind. So, reciprocally, he employs language deftly to depict his own thought; his mind is orderly, his conceptions clear and vivid, and he has acquired the faculty of clear, picturesque, and powerful utterance. All the conventions of speech and of writing he knows, so that nothing in the form of his expression contravenes established usage or shocks the cultivated taste of hearer or reader.

Highest in importance it is that our ideal pupil should be cultivated in the minor graces and in the major virtues. He should be practised in the exercise of social amenities, should have a courteous address, a self-possessed manner, neither forward nor shy, a frank speech, an open and a pleasant glance. He should be calm, self-governed, truthful, generous, a champion of the weak, a succourer of the needy. He should be pure in thought, brave in spirit, bold and prompt in action, afraid of nothing but wrong, a scorner of nothing but meanness. Yes! our ideal pupil should be an admirable Crichton in cultivation, a Milton in culture, a knightly Bayard in morals, *sans peur et sans reproche*.

It will be said that we cannot attain a consummation such as this in any case; but, were the conditions in the highest degree favorable, and were we ourselves cultivated, as we should have been, we should in many cases approach this result, and we shall make no nearer approach to it by lowering our aim. No! let us keep a lofty ideal before us. Let us hold it up to parents, to school commissioners, to the general public, to statesmen, in order that, securing their acquiescence and their help, we may with each succeeding year more nearly reach the conditions of a perfect education for the people.

And this question of a perfect education of the people was never so urgent as now. We have passed the days of rude and wasteful abundance. The stress of modern civilised life is upon us, with its sharp distinctions of wealth and penury, when the