

aspects of European society form a part of our young ideal? Providence has given us a new world for a new and better order of things. We hope for forms of civilization that shall outdo the past, if not in the way of special excellence, and the elevation of particular classes, at least in the way of a wider diffusion among all classes of the benefits intended for all. We hope that it is possible to have nations, Christian in a better sense than any are now so; that it is possible so to organize society that homeless children and ruined women shall no more be numbered by hundreds of thousands; nay, that it is possible to have nations without paupers, without heathen, without brothels, without tyrants, and without wars. (Applause.) I seem to hear as I pass along, the voice of the scoffer deriding all this as a dream. But I believe in dreams, and also in visions. The dreams of our better nature are prophecies, and many such a prophecy of olden time is embodied in the history of to-day. Faith and hope are truer guides than scepticism or despair. "All despair," says Bacon is a "reproaching of the Deity." Despair of human progress is eminently so, and a reproaching of the Holy Scriptures in particular. If we believe in a millennium let us not divest it of reality, or doubt of there being a road toward it. When it comes it must "give our faith the life of fact,"

"And better than we dare to hope
With Heaven's compassion make our longings poor."

Adverting to topics somewhat more immediately within our reach, I find few of more importance than the question of what the child should learn, and what the instructor should teach. A rational answer is not to be expected from the pupil, often not from the parent, and sometimes not even from the teacher. It is certainly a question always open for reconsideration, and to be answered in the light of advancing science. Studies once useful become obsolete; studies useful to one, are valueless or hurtful to another. Old sciences are extended, ramified and changed in their relations; new sciences are born. Very often a score of subjects will clamour for admission when only two or three can be mastered. Subdivision of labour is indispensable, and yet, unless judiciously made, becomes itself an evil. General discipline is to be secured, as well as special excellence. A famous German scholar, having devoted his life to the study of Greek grammar, lamented when dying that he had not restricted his attention to the dative case! This, I fear, would hardly do for Canada; and yet the principle is a sound one when rightly applied. It is not known whether Methusaleh ever went to school, but if he were living in