

"Sure, miss," said Andrew, "I've forgot them entirely."

"Oh, but certainly you must remember something of them. Don't you remember about the earth and the sun and Mars and the other planets?"

Andrew scratched his head and light dawned upon his countenance.

"Yes, miss," he declared, "I do remember now. You laid them all out on the schoolroom table, and Mars was a red gooseberry and I ate him."

It evidently will not do to trust too far or too implicitly to the "automatic" transformation of sense-impressions into elevated thought.

Jacobi has truly said—"Nature conceals God : Man reveals God !"

Now is there any provision in the universe for helping to insure the predominance of man's spiritual development and his consequent progressive mastership of the material world?

There is : and this leads to the next proposition, one of the most significant of all the great significant truths of evolution :

PROPOSITION V—The period of infancy and youth, when the mind is especially susceptible to the influences of environments and when the active powers are most easily directed, is a special provision for the unceasing development of man's spiritual qualities and creative activities.

Dr. John Fiske was the first to point out clearly to contemporary thought the important fact that physical evolution had come to an end in the production of physical man ; and that further play of the evolutionary process must be sought in psychical man. He also pointed out how this psychical development was conditioned upon psychical or spiritual man making his physical being and his physical environment subject to himself. Dr. Fiske has also supplemented these important contributions to evolutionary philo-

sophy by another of no less importance—one which cannot be ignored in any attempt to place education upon a truly philosophical basis. I refer to his statement that the long period of dependent infancy and youth in the human child, as contrasted with the prenatal provisions for self-existence in the lower animals, is evidence of a distinct plan for the increasing development of the psychic life of the human race, through a special provision in the life of every individual of a plastic condition of mind, whereby the accumulations of every expanding human experience could be handed over from generation to generation through ever expanding faculties for self-activity in receiving, and then for ever expanding powers of self-activity in creating for the benefit of human life.

I cannot stop to discuss the immense significance of this evolutionary view of the psychic development of the race in its bearing upon education. If Nature's provisions in this respect mean anything, I do not think it will be questioned but that they are intended for the ever increasing development of the psychical or spiritual man rather than of the physical or animal man.

And this leads to my final proposition :

PROPOSITION VI—Education should be the fullest possible utilization of the plastic period of infancy and youth, not only for cultivating a knowledge of the child's two world environments for his own spiritual enjoyment, but also and emphatically for training to skill in the creative activities along art lines, as the highest contribution of the individual to social well being.

The best education means simply the best utilization of this plastic period of the child's life for the development and training of that in him which most deserves to be developed and trained.

I say "that which most deserves to be developed and trained," assuming