

pleasures, the broadest sympathies and the highest life ideal. But a question here meets us, namely, how is it to be secured? This naturally leads us to think specially of schools and colleges though there are other agencies which play a very important part in human education.

Schools, I think, should not be unscientific, happy-go-lucky places where a young woman of, say, twenty years of age manages to keep, say, thirty children happy, or miserable, or quiet for, say, three hours in the forenoon and for an equal length of time after dinner; though I am free to confess that I am thoroughly convinced there is a greater educational influence in keeping children happy, miserable, or quiet, than in chaotic confusion and disorder. Each school should be a psychological observatory, where teachers with rare insight practise the art of discovering the latent capacities of each pupil, and then of applying with rare skill such sympathetic impulse as each pupil needs in order that those latent capacities may be completely developed. I know the work I would assign the teacher is exceedingly difficult. I know that the importance of the teacher's work has not yet dawned upon society as a whole. I know that the teachers of our children, like most intellectual servants of mankind, are neither honored nor paid as the importance of their work would justly demand. I am not certain that the importance of the work of training the rising generation in the most plastic and formative period of their history has been duly considered by teachers themselves. Our public schools have very much to do with the progress of our nation. Our public school teachers should, like poets, be born not made, or rather should be born and made. I may be mistaken but I think that those who teach in our schools should make teaching their life work,

and so devote their life's best energies to it. I do not think it should be made a mere convenience as a stepping stone to something regarded as higher because humanity is willing to pay more in hard cash for it. But I fancy the public can settle that question, or that the question will settle itself, when the people attach to teaching in our public schools a salary on which a man can comfortably live. We need not be afraid to risk our cash, for in the intellectual development of our sons and daughters compound interest on compound interest will be the rate and usage of this exchequer. Our public schools, then, are of the utmost importance. Inferior work done here has its blighting influence for life. Good work done here inspires to higher work; and prepares the pupil for the more advanced studies of our higher institutions of learning. At the work of those higher institutions of learning in the development of the human mind I would glance a moment.

Toward this higher development of humanity College training *should* be, and, when things are as they *ought* to be, *will be very helpful*. Contact with *living, thinking* men, who are themselves in most perfect sympathy with the main stream of the world's intellectual life; contact with men who have reached intellectual waters to swim in and who are not afraid to try the ocean under the guiding eye of their God; contact with living, thinking men who, I will not say, know everything, but who do understand the subjects they teach, and who can impart their knowledge must be very helpful to the student. Teachers in our higher institutions of learning should be men of breadth of view, depth and thoroughness of culture, together with the sublimest dignity of nature. Contact with such men is like the breath of the morning—both pleasant, invigorating, and inspiring.