

higher education of the country. The science which was taught in our colleges and universities had been taken hold of by practical minds and been made to issue in such wondrous achievements. England's position, for example, before science was taught in her schools and colleges was humiliating when compared with other countries, where science was embraced in their educational curriculum as was demonstrated at the first international exhibition. England took the hint and to-day her industries are not surpassed by any nation.

The relationship between the workingman and the college was then considered by examining the position of each in the purpose of human life as determined by man's constitution and the constitution of society. The special work of the masses was manual toil, the special work of the colleges was with the intellectual powers. Each of these points was duly illustrated and enforced.

The intellectual life awakened and fostered by colleges brought many blessings, not a few of which influenced the workman directly. The true idea of liberty of thought which colleges propagated was a blessing to workmen who stood in peculiar need of this intellectual life and freedom. Opinions were apt to be formed from impulse or prejudice. Independent opinions when not agreeing with the opinions of others are often derided. Workmen are discouraged in consequence, but a body of truth-seekers will welcome the free expression of all such opinions, however erroneous they may be, knowing that such efforts will lead to clearer and truer views. If this spirit of freedom of thought and of toleration were to pass more largely among the people, communities would be vastly more progressive. Again, the masses derive direct benefit from colleges through the teacher, the preacher and others.

With respect to the teacher it is universally admitted that all other things being equal, the man or the woman who had a college training was the best fitted to carry on the work of education, and their services were more generally sought after and more highly appreciated. The object of education was to educe and foster intellectual life, which he cannot do if he is ignorant of the laws by which intellectual life is educed. The work of teaching was an art, but it was an art very different from that by which the carpenter performs his work. If the teacher sets out to accomplish his work by means of set rules he will fail. He must be acquainted with the scientific principle on which his work rests. The child's powers must be developed and strengthened if he is to be properly trained. Pupils, however,