

by that severe pedagogue, Circumstance, and the professions and businesses to which men devote themselves are only part and portion of that education. I am glad to see here to-night some students of the Normal School, because what I am now saying has a special application to all such. All of us, whether we be instructors, or whether we be students, are very apt to regard the training which at the time we may be giving or receiving as an end in itself.

Let us endeavour to rid ourselves of this false notion. Such things are *not* ends in themselves. Their ends, so far as we are concerned, are the effects which they produce on our character and upon our faculties, and it is just this false way of looking at these things that brings into view what I believe to be the danger of the new system—of the modern spirit of education. I know not whether it is owing to our degeneracy—but I am afraid it is the truth that we have a much smaller amount in this 19th century of the disinterested, ardent, enthusiastic love of knowledge for its own sake than our forefathers had several hundred years ago. Our system of education is now marked by a method of sharp competition and of immediate rewards, I acknowledge all the benefits of that method, I see the great results that it has produced; but there is a peril in it also and that is the peril of believing that, when we have gone through school, when we have obtained the prize, when we have realized professional success as the consequence of early distinction, we should look upon that success as the *end* of education. It is *not* the end of education. The end of education is in the effect which it produces upon ourselves, the state to which it brings us and in which it leaves us: and this distinction is a very real one; for there are many who acquire much knowledge yet whose minds remain comparatively barren, simply because they have been content to look upon knowledge as a mere commodity, as a mere tool intended to work out some exterior purpose, and they have forgotten that it is only part of a great, comprehensive and noble process to which we are all subjected in this life, for enabling us in the highest sense to discharge our duty to God and to man.

In drawing attention to what I consider the highest aim of education, far be it from me to disparage the intellectual training