

how great his capacity, can ever hope to cover the whole field; the scholar who wishes to make his influence felt will be forced to confine himself to special branches of study, and the more he is able to make a practical application of his knowledge the greater his success.

I have thus far spoken of education only as a factor in the world's productive forces, as a means to enable us to do more and better work, as an instrumentality by which we can earn bread and butter. But this is not the whole end of education. Man does not live by bread alone, and the man who is educated only in reference to his physical or mental development, or both combined, is but half educated. We are each of us members of a family, one of a neighborhood, citizens of a country, one of the great brotherhood of *man*, and to fulfil aright all the duties that grow out of these several relations, requires qualifications not acquired by physical or scientific training. The qualities that enter into true manhood and womanhood—honesty, honor, the grace of courtesy, generosity, courage, fortitude, patriotism, philanthropy, benevolence, charity—these and kindred qualities form no part of any school curriculum, yet they must be taught, and form a part of all educational training. These cardinal virtues, so essential to the well-being of the individual and the prosperity of the state, can be most successfully *taught, enforced and inculcated* in the home and in the school. It is in these two places that the earliest and most lasting impressions are made. Other agencies have their influences, but they come later and are further removed from every day life. Intellectual knowledge can be taught by rule, and dealt out by measure, independent of the personality of the teacher, but these qualities that enter into character, while they can and should be inculcated by precept, can be best enforced by *example*. The teacher himself must therefore be a living impersonation of the qualities he should inspire. The law requires and public opinion demands that those who teach should be of good moral character, and it gives me pleasure to say that in my opinion no equal number in any business or profession rank higher, or are doing more not only to sustain, but also to advance and build up public morality. I might speak of the knowledge and the training needed for the proper perfor-