

ventilation, and stairways, should not be suffered to interfere with the development of the body. In the race of life, winning depends in part upon lungs, stomach, liver. He who succeeds may succeed with physical imperfections and disabilities, but he succeeds in spite, not because, of them. A doctor told a boy, whom the world knows as Ralph Waldo Emerson, "You have no stamina." If Waldo lacked physical vigour, he had large intellectual and moral force. But I have sometimes thought that had his constitution been more vigorous his philosophy would have lost some of its dreamy mysticism, and gained in clear and definite principle and statement. The boy or girl needs first to be a robust animal.

I do not think that the schools are in peril of undermining the health of the pupils. The lessons to be learned are not hard or difficult. For one I have been accustomed to spend ten hours a day over my books, and I have grown stronger under such a pressure. The pupils who do break down in the public schools, break down from causes outside the school room. The school ought to set, and the home ought to demand that the school set, duties sufficient to consume the time of each week not needed in sleep, exercise, or ordinary pleasure. When the girl in addition to her school duties takes two music lessons a week, with an hour's practice on the piano each day, when she attends one or two parties a week for four months of the season, and her head does not touch the pillow before one or two o'clock in the morning, she certainly will break down. When such a catastrophe occurs, usually a wail goes up from the home over the hot-bed pressure of the public school. Which, I ask, is to blame for the hollow chests and the sunken eyes, the fingering of the lexicon, or the fingering of the piano keys, nights spent in

making geometric curves on paper, or nights spent in making geometric curves on dancing floors. The school should not be blamed for impairing the health of its members, when it does not impair their health. The home should guard the health of its sons and daughters, and also demand that the school should co-operate with it in preserving the bloom of the cheek and the tone of the constitution.

The home may further demand that the school train the intellectual qualities. The emphatic word is the last, "qualities." I have a diminishing respect for knowledge as knowledge; I have an increasing regard for the qualities of the intellect. The purpose of education is not to cram a thousand pigeon holes of the mind with facts; the purpose is to make the mind an engine to do any work to which it may be summoned. Knowledge is like food, not to be kept, but to be consumed in making mental force and vigour. I care little what the mind knows, I care much what the mind can do. The chief good in knowing is the discipline which knowing gives. It would be impossible for the president of most American colleges to pass the entrance examinations into the freshman class. This fact indicates no incapacity for their position, for knowledge of Latin and Greek and geometry has done its special work for them. They have converted their bare knowledge into intellectual qualities. The flour merchant who wants to go to Europe does not take barrels of flour along with him to pay his railroad and steamer fares. He converts flour into drafts before he takes his departure. It is well for many of us that we have forgotten our Greek and our Calculus, for we have converted our Greek and our Calculus into culture, into intellectual apprehension and discrimination. The president of Yale College lately