

secondary school, no university, however venerable or renowned, or well equipped, or richly endowed, provides the best conditions for the utmost development, under wise discipline, of all the powers of our nature. As I contemplate the vast and glorious possibilities of this humanity which we share, my soul bows down before it with reverence akin to awe; but when I turn to the actualities of life so trivial, so mean, so unworthy, I blush with shame for my race. Who, in himself, has not suffered the deepest humiliation, when he has made the disappointing comparison between what he might have been and what he knows he is. It is unnecessary to say that the fault is not wholly in the education of each man. I know that very well. I know that by our weakness or our perverseness we fail, or we refuse, to make the most of our advantages. But after full account is taken of the effects of natural infirmity and wrong-headedness, there remains a large residuum of individual failure, and therefore of national weakness and widespread hardship and suffering, which must be charged against our inadequate provision for education. I may be told that even, after we have secured the wisest conditions and the best discipline, we shall still have our Lambs and our Poes steeping themselves in ardent spirits, our Coleridges and our De Quinceys plunging into the voluntary delirium of the opium habit, our Shelleys and our Byrons embruting themselves, and dishonoring their genius by their debauchery. It is true, I fear. After all shall have been done that can be done to train aright our youth, failures will still recur; but that is no reason for relaxing effort, or for resting content with an imperfect realization of our aims. If we desire the well-being of our community, if we love our native land, if we hold dear the highest interests of our fellow men, we must strive as much as in us lies to provide the best conditions for the utmost development, under wise discipline, of all the powers of our nature.

Your attention has undoubtedly turned to two evidences of a wide-spread feeling that our present educational processes are not entirely satisfactory. The one is the vigorous protest lately made in England, and somewhat more faintly echoed on this side the Atlantic, against examinations, both as a basis of school ranking, and as a test of fitness to receive certain scholastic honors, and to fill certain, more or less, lucrative public employments. The other is the attention now directed to manual training. I shall not trespass on your time by a formal analysis of these arraignment of methods hitherto in vogue. I simply state the lesson they read to me. They show me that the