

the fragrance of new fields of commerce. Nor do studies which yield the quickest return always yield the largest. The manifold relations and ultimate effects of the great secrets of nature are seldom obvious even to the man of genius, and what seems purely speculative or matter of idle curiosity, has often been found pregnant with vast results, both for the convenience and the ornament of life. Here also the promise holds good, he that seeketh findeth, but ofttimes findeth better than his hope. Saul, seeking asses, found a kingdom, and the alchemists seeking gold sometimes made discoveries more precious than gold. The so-called practical man has doubtless his uses, but one of his uses is to eat, at the bottom of the tree, the fruit which the man of genius and high culture hands him from the sunlit boughs beyond his reach. The Baconian clamour for "fruit," which Macaulay has so partially interpreted, is a natural cry, but is, after all, the cry of a helpless babe, to which only mother-wit of a very rare order can give the answer, otherwise the babe remains empty-handed and empty-mouthed,

"And with no language but a cry."

Let those then who value the common schools and the common weal, learn also to value all higher learning, and not look grudgingly on money expended for Colleges and Universities. The teacher that was wont to stand uncovered before his pupils, seeing their future greatness in the dormant capacity, was touched with a genuine and far-seeing gift of reverence, but the mechanic, or farmer, or sailor, who should always uncover in view of a college dome or magnetic observatory, would have an equally commendable sense of "the eternal fitness of things." To such minds these things may seem cold and distant as the clouds, but the distant

clouds that seem to go drifting coldly and idly by, will in due time fall in refreshing floods to quicken the growing harvest and to swell the autumn fruit.

As regards *methods* of instruction, there is the same law of dependence. Dr. Johnson indeed declared that no further light could be shed on systems of education, and that the subject was as well understood as it ever would be. But Dr. Johnson, being a great man, sometimes made great blunders, and this is one of them. Against such high authority we have the authority of a host of modern educators, together with the fact of many educational improvements introduced since the time of Dr. Johnson. There is scarcely any branch of learning that may not be made to throw light on educational methods. Physiology, psychology, ethics, æsthetics, political economy, history, each one comes laden with a contribution. Nearer, therefore, to the truth than this dictum of the great lexicographer, would it be to say that education is an inexhaustible science, limited in its developments only by the intuitions of genius and the progress of the race.

And now, Mr. President, I may refer to another bond of union or point of agreement between us, and that is the somewhat galling bond of poverty. It does seem a little strange that we teachers, who stand so high as public benefactors, should stand so low in point of remuneration. The chief waiter of a large hotel receives higher pay than a Head Master of a High School, or perhaps, a University Professor. We learn on high authority that the most lucrative office in the University of Oxford is that of College Head—with the exception of the cook! This disposes one to exclaim with Carlyle, "On cookery let us build our stronghold, brandishing our frying-pan as a censor." It is indeed not easy to be a cook, and cater to the