

measures of Nature, heard in the gentle plashing of the wavelet or the sounding moan of the ever restless sea, without having our entire being thrilled with emotions grand and noble, so we cannot listen to the lines of the great writers of every age, without in as great a degree having our minds and our very souls purified and blessed.

The influence of poetry is hard to determine, but that it has an influence no one will deny. Let us then, having our minds rightly informed, read, enjoy, and profit by our reading; but let us instantly discountenance that which our souls loath as an object polluted. Poetry in all its forms is abundant in our literature. Let each from this vast store house open to him, select what is pleasing to his taste, and seek in its study to be benefited. Let us *all* study the poetry of the world around and thus, being drawn nearer to Nature's soul, be drawn near to the mighty soul of the living Author of Nature.

THE OBLIGATIONS OF EDUCATED MEN TO THE CAUSE OF EDUCATION.

It is a familiar saying; "The world owes every man a living;" but it may be more truly said that every man owes the world for his living. Nature never intended that her sons should be mere parasites, receiving of her bounties and squandering them in self-gratification; but rather that they should themselves become channels of blessings to others, using her gifts only to multiply them and intensify their power for good.

And then we notice in nature that it is not always harvest-time. There is the seed-sowing and the patient waiting and toiling, as well as the time of reaping, and even when the sheaves are garnered they are not all for "bread for the eater," but the future must be provided for by reserving "seed for the sower." The increase must go on, and no consumption is honest and legitimate which does not reproduce the principle and its lawful usury.

So is it with all the blessings that come to us. We speak of them as legacies from the past, and perhaps seek to excuse ourselves from responsibility because nothing can go back to our benefactors. But the bequest was to the future—all the future and we may not retain it. The influences for good that are

received, while they bring refreshing to the recipient, should only be retained long enough to gather up new strength to themselves, that like the river which has been momentarily interrupted, they may bound forward with increased volume, ever deepening and widening until they reach the great ocean of eternity. The monks of the middle ages ignoring this principle, shut up themselves and the stores of knowledge which they had received in monasteries. By this means, no doubt, much of the literature of the earlier times, which has come down to us, was preserved through that revolutionary period, but the great masses of the people of that age were thus kept in ignorance. The learning of the world is common property and cannot rightfully be monopolized. If it had been decreed to reserve its advantages for those who were destined to be leaders among the people, we might unhesitatingly pronounce it a curse rather than a blessing. But education is free and "makes free." No community or nation can be absolutely free in the broadest use of the term until it has felt the uplifting influences of education, and on the other hand, an educated people is a free people. Every institution of learning that crowns our hills is a fortress against crime and barbarism. If then, this be the mission of education, how necessary that it should be assisted on its way. But who shall have the responsibility? We answer briefly. "None may be excused. Everyone who lives in this country, in these days, receives some measure of advantage; but certainly the greatest obligations rest upon those who have been most largely benefited." Knowledge is power, and the measure of its attainment is the measure of responsibility. But the educated man owes his influence to the cause of Education as a lawful debt. No man pays for his education. He may remunerate the man who imparts the instruction; but because of the great amount of investigation, research, toil and sacrifice at which the knowledge of the world has been accumulated, and because of the immeasurable and ever-increasing value of an education, there is a general indebtedness to the cause of education that cannot in this way be discharged. A certain percentage of the educated men, enough perhaps for all demands, may find their way into active service in the cause of education; but these alone cannot maintain her interests any more than the active soldiers on the field can keep up an efficient army. If, then, the obligations are upon the whole