

summer of life; and as we glance over the scroll of fame, and read the lives of St. Augustine, Alfred, Goethe, Cowper, and a host of others, we imagine that more than one of them in his young school-days, might have very appropriately said to his mother in the words of Ovid:

"Ingenium vultu statque caditque tuo."

Outside the home circle, the chief influences which are brought to bear upon man's early life are those of teachers. All civilized communities, as we know, have some system of education to which, for a certain number of years, their children are consigned for the purpose of gaining such information as their parents may think necessary to enable them, at the proper age, to discharge the duties of life as intelligent citizens. And inasmuch as it is the duty of teachers to impart this information to these children, the future citizens and rulers of their country, their position is one which, for responsibility and possession of influence, has no equal. Their duty is the moulding and building up of the intellectual character of the nation; and just in proportion as they are qualified for that duty, so does that nation rise in the scale of true civilization. We might take as examples of this the countries of Belgium and Scotland. Belgium is apparently a civilized nation; it has great manufactures, extensive commerce and populous cities, but as its children are educated, if I may use that word, by a narrow-minded priesthood, so its people are ignorant of the true meaning of liberty, they enjoy neither freedom of speech nor are they permitted by their clergy to vote as they would desire. While, on the other hand, every parish school in Scotland, those living monuments of the wisdom of John Knox, is taught by a broad-viewed, liberal-minded university graduate, and we know the result. There is no nation on the face of the earth whose people have done more for the cause of freedom, or who

themselves have enjoyed it longer.

Teachers, in training the minds of their pupils, wield a great influence over their lives, but the moral influence, the influence which they have over their hearts, is, in the great majority of cases, very small. This is the great defect in almost every modern system for the education of children, there is too much system; too much routine, where the welfare and happiness of the children are sacrificed to rigid economic plans; the teacher cannot come into sufficiently close contact with the pupil for him to be influenced, without coercion, to the first steps in the path of virtue. And only when our present systems are superseded by one, of which the Kinder-Garten is but the embryo, then shall the full influence of the teacher's profession be felt, and be recognized in its true light, as the greatest agent in building up and maintaining a nation's happiness and prosperity.

As to the influences of a maturer age, the chief are those of the *Press* and the *Pulpit*; and, in considering these two great superintendents of modern thought, the fact becomes evident that in them lies the leading principle of modern civilization, namely, the endeavor to control evil, and give a proper direction to good influences. The Greeks had their Olympiads, and the Romans their Forum, but neither of them, in the height of their grandeur, had anything which can be compared to the press or the pulpit, as a means of swaying the opinion of the masses. The one is everywhere at all times. In the business office and at the fireside, Saturday and Sunday, year in and year out, the newspaper is always at hand, informing us of the world's daily history, and teeming with practical wisdom and discussions on all public questions. It possesses a power which is the terror of oppressors and the champion of the oppressed, a power which, by its increasing activity, has become the regulator of society, the