

notifications be on paper and returned to the teacher signed by the parent and kept for reference.

O'er wayward childhood wouldst thou hold firm rule,
 And sun thyself in light of happy faces ;
 Love, Hope, and Patience, these must be thy graces,
 And in thine own heart let them first keep school.
 For as old Atlas on his broad neck places
 Heaven's starry globe, and there sustains it, so
 Do these uphold the little world below
 Of Education—Patience, Love and Hope.

COLERIDGE.

THE SPIRITUAL SIDE.

There are many who deery the influence of an enlarged scope of education, who say that the increase of free schools and colleges has not produced a perceptible increase in the general stock of knowledge or made mankind any better ; that the real result has been to substitute illusive half knowledge for the unlettered simplicity that once prevailed, and awaken hopes of some easy way to wealth by means of a sort of conjuring with terms of which others are ignorant. There is no doubt that many a boy has been kept in school and made into a sort of intellectual machine of no value to himself or to the community ; while certifying to the lack of judgment in the teacher the pessimistic public consider him as displaying the failure of the scheme for general education.

But there is something omitted in the calculation. Let it be conceded that the boy who is good for nothing but to use the spade or the hoe is set to read some extracts from Hamlet when he reaches the Fourth Reader, and that it is one of his tasks to learn something about Milton and Columbus, even of Raphael or Phidias, we are to remember that man is a complex being. It is possible for a man whose lot it is to handle the hoe and the spade to employ his mind meanwhile on subjects that give him content amid his toil. It is not that he has been taught too much, he has on the contrary been taught too little. The fault is that the school is an intellectual factory rather than a place of stimulation to spiritual excellence, a place for addressing the entire being.

Man is not a machine to be made to a model, but a sentient creature, a spiritual being that demands for his perfection the employment of spiritual forces. The school must address the spiritual side of the child ; for life is a mission to all. Something must hallow our work and give strength and stability to the mental structure. The school may thus rightly deal with high things ; nor is it any excuse that the lads before the teacher are