

part it is not my intention to endeavour to lay down any such rules, for I believe that the greatest moral influence of each of us flows spontaneously out of our own character and individuality, and would be smothered by any attempt to impose upon all fixed lines of conduct, however excellent we may believe them to be—but what I desire to do is this—to draw your attention to the close relations that bind together intellectual and moral culture, to point out how the one properly regarded must subserve the other, and to dwell upon our opportunities and responsibilities in the building up of character out of material that generally comes plastic and workable to our hands.

And first of all let me ask the question, “What is the real end of education?” It is a question that requires a little reflection, because the answer of each teacher to this question will probably be the measure of that teacher’s aims and responsibilities in the matter. Education does not consist in books alone. We, perhaps, as teachers, are only too ready to regard knowledge as an end rather than a means to an end, and to look upon books as the primary sources of that knowledge. Now, though the proper use of books is a very good thing, the misuse of books is a very bad thing. In these days, readers and scholars even indulge too much in promiscuous reading, and promiscuous reading retards rather than promotes mental growth. The enormous multiplication of books makes it a great thing to know which to *avoid* reading—and it is a wise caution to remember that in each department of knowledge there are only a *few* really great books, and that books are not the primary sources of knowledge and cannot take the place of thought, observation, life, experience. A man may be deep versed in books, but shallow in himself, because he has failed to acquire that education that lies beyond books. Now what I want to impress upon you as teachers is this—that you have two entirely different branches of labour: you have that of instructing pupils from books, and you have that of instructing them from your own conduct and manner.

Upon whatever career a boy may enter, after leaving school, intellectual cleverness will no doubt be a great advantage. There are, however, I am convinced, *other* qualities which ought to be as systematically cultivated in our schools—the relative importance of which is often underestimated by teachers, because they