

education as it is pursued to-day is not to develop our emotional natures in education as it develops the intellectual will, but rather to develop them intellectually at the expense of our emotional natures. To think and feel is a high state than merely to think. Now scientific research does develop the intellectual at the expense of the emotional. The economist who studies the laws which ought to regulate public and private charity must subordinate feeling to thought. He may sympathize with those in poverty and wretchedness but he must suppress such feeling in the interest of science and employ his perceptive faculty in discovering the causes of this wretchedness, until perhaps his sympathetic nature is almost wholly suppressed. Again, in the practice of surgery, for example, we are all in sympathy with one who has met with a severe accident perhaps necessitating amputation. With such an one we are in full sympathy and our whole emotional natures are charged. The surgeon comes, and uses his knife as ruthlessly as a sculptor uses his chisel. So in all other departments of higher education the intellect is developed over the emotional, so that the very element which ought to

unite man to man is in higher education neglected. Consequently to whatever extent this is done the tendency is to cause an alienation to arise between men of higher education and the masses.

Again we say that higher education alienates men from the masses because of the relation which actually exists between these two classes. Thought must rule labor. There must be that class known to political scientists as the *entrepreneur* class, and those who think must govern those who work. Go back in history to the time when these two classes were one. There was then no labor class distinctively so-called. There was also no learned class, but as soon as the one sprang into being the other took its rise also. The whole modern world is divided to-day into these two classes, and upon this division and upon this principle all the social and governmental institutions are built. Break down this distinction and proclaim all men intellectually equal, and the whole existing social and governmental fabric goes to pieces. Their preservation depends upon this distinction and the more the labor class are in the power of the learned the greater will that power become, and consequently the greater will be the alienation be-