

we can appreciate, and possibly by others that we do not fully understand. We have every reason to hope for the future; but this should be a rational hope founded on the adaptation of means to an end, and in this the organisms must first of all be considered.

Regarding mankind in this light, it becomes clear to me that, after the parents themselves, the teacher may become the most potent factor in the development of the human being.

He cannot radically alter hereditary tendencies, but it is his great privilege to guide and modify them. In some cases he may require to steer, so as to avoid Scylla and not fall into Charybdis; in others to develop energy in weak natures that only tend to drift along in life. But one thing is certain, that to attain these truly great results, the teacher must be himself very much of a man; and the public would do well if it could but stop long enough in the race for wealth, power or distinction, to consider whether it is taking the right means to find and retain such people. Mankind must study and observe the laws of the heredities of the race to make the greatest possible progress; and next to that, the race must seek out and cherish in every way those that, after the parents themselves, have the greatest influence in moulding and developing—the teachers of youth.

All other questions are subordinate. My colleagues in this noble work, let us in our day and generation realize our great opportunity and seize it.

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