

grandest features of brain awakening and mental development in this matter of saints. It is no sufficient answer that they do not get from the study all they might. There are at least sixty-three large books devoted to the saints of the Catholic church, while there are but three discoverable that attempt a similar work with Protestant children in school, or Sunday schools.

Our Sunday schools and theirs ought to study pedagogics. The home leaves the child to the school for his mental training and to the Sunday school for his religious culture, and neither are equal to the demands placed upon them. This is specially true of the Sunday school.

All that we know of men is in a critical state just now. The emotional life conditions the intellectual. Religion is, and has always been, the centre of life. It always will be.

The *home* plays a part that can never be fully appreciated. All that is involved in heredity is in the home. The reproductive cells are the most complicated, the most tenacious, the most vital in the human system. The great demand of the age, of all ages, is for a strong, high-toned heredity; physical, intellectual, moral. Any one of us whose ancestry goes back to the times of William the Conqueror has about 82,000,000 ancestors, so to speak. Any man of himself is of slight consequence, but his contribution to the tide of heredity is of inestimable importance. If one man of the times of William the Conqueror may have sent his blood, with some taint of his personality, into 82,000,000 already, of what moment is it that his contribution should have been healthy in every regard. The home is largely responsible for this. The heredity influence cannot be overestimated. If there is a leak in the fountain, the stream will feel it at every point in force and height. Whoever is guilty of dissipation of any kind is wasting

his God-given power, is making a leak at the fountain of posterity. The home is giving up too much to the school. The home is, and must ever be, above the school.

A careful study-is being made of the autobiographies of men, as regards their references to, and remembrances of, their school and college days. It is surprising how completely the teachers and professors are ignored. Men speak of their surroundings, their schoolfellows, their "set," but rarely their teachers or their teaching.

Schoolmasters need to prune their conceits. I used to have a high regard for my lecture notes, for my notes taken when reading educational books; I made a special study of pedagogical works in various languages, and collected notes thereon. It is all poor stuff. It is very good as manure to enrich what few ideas I get from a personal study of children and schools. I once insured my notes on my lectures—I should be ashamed to tell what value I placed upon them. I thought that if they should chance to be burned, the world would be a great loser, and I should be professionally ruined. I got beyond that some time ago. The schoolmaster must get beyond this.

Knowledge is growing. The professional horizon of teachers is broadening. The question of what we believe is something, but it is the "atmosphere" that is, as yet, most important. The teacher's profession has come to be the central phase of the world's progress. The stock of the teaching profession is going up at a great rate.

Education has come to be one of the largest words in any language. All human institutions are educational, and *educational values* are the criteria by which everything is to be judged. The true work of education is included in everything that brings man to be more nearly perfect.—*Four. of Ed.*