

higher one. I do not mean that in developing the mental faculties of the child the teacher has a more arduous or a more difficult task in being obliged to instruct in geography, grammar, history, natural sciences, and may be many other things. While it is true that, by instilling into the youthful mind of the pupil all the different kinds of knowledge, he becomes a greater benefactor of the child than he would be were he to confine himself to the former rudiments, still he is now more than ever a mental trainer ; he considers himself bound to develop not only the intellect, it is the whole nature he wants to bring to greater perfection, at least put the child on the path leading to the more exalted position of ideal manhood. It is the heart, it is the will, that claim development in childhood, in youth. The mere mental culture does not make people better. Those who may feel inclined to contradict this statement take too narrow a view of vice and crime. Intellectual advancement may keep people from gross so-called low crimes, since the higher social position in life opened by learning, as a rule, places a natural barrier against what would shock society, and since learning multiplies the means of earning a livelihood. There are, however, crimes that revolt just as much against divine and social order as theft, burglary, drunkenness and the whole category of atrocities naturally connected with the slums of low life. There are refined vices, which in intensity of malice and productiveness of shame and misery are