

But again the definition implies, that during the process of the development of which I have just spoken certain other important products besides intellectual, moral and spiritual power must receive special attention. Christian education seeks to perfect the individual man as an individual ; but it seeks much more than this. It seeks to perfect the man for the sake of what he can do for others, for the sake of what he can bring to pass. It seeks to place him in full sympathy with all that is true and good in God's universe. It seeks specially to place him in helpful relations to every interest and work that tends to glorify God and to promote the well-being of his fellow creatures. In short, it seeks to fit the man for Christ-like service in whatever sphere of life he may be called to labor. All this implies the development in the process of education of such powers, qualities, tastes and aptitudes as will place the man in full and perfect working relations with the material world, with his fellow creatures, and with God. It implies then a rounded, symmetrical development, a true and broad manhood, and not such a one-sided and narrow development as is frequently given in schools and colleges ; a development which affects chiefly, if not exclusively, the intellectual part of the man, and which fits him quite as much to be an efficient instrument for evil as for good. Surely such neutral, such negative educational products, cannot be regarded otherwise than as a great mistake. Yet such must be the products of our educational processes, in whatever institution conducted, so long as we fail to recognize fully the co-ordinate character of our intellectual, moral and spiritual natures, or so long as we fail to treat the man as a complete unit, composed of these co-ordinate factors, the development of each of which must be carried on at one and the same time.

In this brief and very incomplete statement of what is to be understood by the work of Christian education, I have necessarily indicated, directly and indirectly, what must be regarded as mistakes in our conception and execution of this work. I