

But I think that a little consideration should dispel such an erroneous conclusion, because, although the revelations of science have undoubtedly taught us that man is only a function in a long scale of evolution, a mere speck on the boundless expanse of creation, still the very fact of his being a function in evolution must assure him that he has had a past, that he has a present, and that he will have a future.

He recognizes, by virtue of his undoubted inherited tendencies, his intimate connection with the past; he experiences a power of free will for his guidance under the circumstances of the present; and he should therefore have unbounded faith in the continuity of his existence in the future. To my mind there could not be a more beautiful manifestation of the analogy between science and religion than our own pure Christian faith.

The man Christ appears among men, is seen by them, speaks to them, reveals to them in His own person a higher aspect of humanity, a Godhead, and then disappears along the path of evolution, beckoning to His fellowmen to follow Him.

God made man in His own image. Is not, then, the doctrine of the Trinity the verisimilitude of the doctrine of evolution? The Father is God, the Son is God, and the Holy Ghost is God, and yet there are not three Gods, but one God.

So, also, there is the man God of the future, the man of the present, and the man of the past, and yet there are not three men, but one man, who is ever ascending the path of evolution.

But I must not detain you any longer. I have endeavoured, I fear but imperfectly, to emphasize the grave responsibility which attaches to a teacher of the young; to point out that the brain of every child which is committed to the charge of a teacher is pregnant with inherited tendencies, coupled with a power of free will which may be directed, by a stronger and more matured will force, towards either a higher or lower standard of humanity, according to the degree of judgment which is observed in diagnosis of brain power; that the higher the education of each unit of society the greater must be the elevating force of surrounding circumstances; and that it therefore becomes the bounden duty of society to endeavour to raise each of its units to the highest possible level.

Such being the case, it is an obligatory part of human effort to give a due portion of its labour in the form of taxation in order to provide the most efficient organization for the education of the people. Turning, then, to those who would mete out to the rising generation but a mere pittance of education in the form of the three R's; who, conscious of their own knowledge, would selfishly grudge a similar measure to their poorer brethren who would cast the welfare of our poorer children upon the wayward element of chance; who maintain that we should not sow now, because, forsooth, we cannot reap now. To such as those I would say, in the words of one of America's deepest thinkers:—

Rich is the harvest from the fields
Which bounteous nature kindly yields,
But fairer growths enrich the soil
Ploughed deep with thought's unweari'd toil,
In Learning's broad domain.

(Loud and prolonged applause.)
